



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: COMMUNITY SCHOOL FOR SOCIAL JUSTICE

DBN (i.e. 01M001): 07X427

Principal: SUE-ANN ROSCH

Principal Email: SROSCH@SCHOOLS.NYC.GOV

Superintendent: ELAINE LINDSAY

Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sue-Ann Rosch	*Principal or Designee	
Patrick Reimer	*UFT Chapter Leader or Designee	
Lisa Lozada	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Jacely Diaz Leeana Cummings	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dana Sutherland	Member/ Teacher	
John DeRosa	Member/ Teacher	
Yvette Mosely	Member/ Parent	
Nina Torres	Member/ Parent	
Geneine Usher	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

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

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

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

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 13 of the SCEP.

SCEP Checklist

All Schools

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

School Information Sheet for 07X427

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	335	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	7	# Music	N/A	# Drama	N/A
# Foreign Language	8	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.1%	% Attendance Rate		82.7%	
% Free Lunch	84.7%	% Reduced Lunch		7.8%	
% Limited English Proficient	12.8%	% Students with Disabilities		21.3%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		30.3%	
% Hispanic or Latino	68.1%	% Asian or Native Hawaiian/Pacific Islander		0.9%	
% White	0.3%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	10.18	# of Assistant Principals		2	
# of Deans	N/A	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		6.0%	
% Teaching with Fewer Than 3 Years of Experience	16.0%	Average Teacher Absences		5	
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	60.2%	Mathematics Performance at levels 3 & 4		16.7%	
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		69.4%	
6 Year Graduation Rate	80.8%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

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

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.						
<p>Strengths of our 2012-2013 CEP:</p> <ul style="list-style-type: none"> • Developed and created among the staff, student-body and parent community • Goals were created internally during our bi-weekly planning committee meetings comprised of grade level advisors, department chairpersons, social worker, and administration. • Input and feedback was provided by parents during our monthly SLT meetings • Strong input was provided by students during SLT meetings, especially on the College Readiness goal. • Consistent collaboration was embedded throughout the CEP creation and revision process. • Action plans for our CEP were detailed and consistently referenced during staff PD throughout the year. 						
Describe the areas for improvement in your school's 12-13 SCEP.						
<p>Areas of improvement:</p> <p>While we knew that some of CEP goals not going to be accomplished in a single academic year and we recognized that they were multi-year goals, we needed to be more realistic about what could be accomplished year one. We continue the work this year.</p>						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
<ul style="list-style-type: none"> • We had a difficult time getting a large number of parents to use our Skedula program to monitor their child's grades. We were much more successful with the students. We continue this work this year. <p>Staying on track on our weekly observation schedule was difficult to maintain with all the other competing demands. We believe that it is critical to have meaningful post-observation conversations in person with all teachers, even after informal observations. This requires a lot of time and it was difficult to manage at times. As well, finding time to do the twice yearly reflections was difficult.</p>						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
<p>Annual Goal 1: Teacher Effectiveness was successfully implemented in terms of the observation process and use of Danielson's Framework to assess the lesson. The twice yearly formal feedback and reflection process was not done as well as we desired because our process was to cumbersome. We have streamlined our process to be more realistic.</p> <p>Annual Goal 2: Develop an effective system for creating leveled classes was successfully implemented with strong, positive results for both higher achieving and lower achieving students.</p> <p>Annual Goal 3: Aligning instruction and curriculum was successfully implemented. Departments revised curriculum to better scaffold t necessary PBAT skills/habits and content knowledge and scaffold these skills, habits and knowledge from grades 9 through 12 and identified instructional practices and strategies that promoted analytic thinking and discourse necessary to accomplish graduation level PBATs and scaffold the development of these throughout all four grade levels</p> <p>Annual Goal 4: Integrate our College Readiness program into all advisory groups was successfully implemented. Our 9th grade Family Group advisors developed and implement a college readiness curriculum for all our 9th graders.</p> <p>Annual Goal 5: Increase opportunities for parents and students to monitor student progress was successfully implemented in that our students used Skedula in Family Groups weekly to monitor their grades and many used it independently as well. Some of our parents began using it independently, but we still need to continue to build parent capacity.</p>						
Were all the goals within your school's 12-13 SCEP accomplished?			X	Yes	<input type="checkbox"/>	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	<input type="checkbox"/>	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.

Parent engagement is a challenge.

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

"Increase the ELA Regents passing rate for for SWD, black students, Hispanic students and economically disadvantaged students."

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

We communicate with staff through weekly staff meetings and with parents via phone calls, meetings, written communication and monthly PTA and SLT meetings.

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

Our school's underlying philosophy has two components:

1. In order to be successful in school, students must be known, cared about and supported socially, emotionally, and academically.

Students learn best and are most prepared for college, career and community membership by using a performance-based assessment system of teaching and learning that engages students in rigorous thinking and inquiry-based academic tasks.

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

Our strategy is evident by reading the action plans of our SCEP goals. In brief, two major strategies are: the use of an advisory system we call "Family Group" and our Performance-Based Assessment Task system which is aligned to the guiding principles of the NY Performance Standards Consortium, of which we are a member school

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

Our SCEP is strongly rooted in a PBAT system and has a strong emphasis on supporting teachers and developing their capacity for teaching effectively.

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

Our school is skilled in monitoring the implementation of goals. We have a strong goal setting, monitoring and reflection cycle for monitoring individual, department, grade level and school-wide goals. Our planning committee works with staff and SLT on our goals and initiatives.

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).

“Implement instructional strategies that increase opportunities for higher-order thinking, analysis and problem-solving, and deeper content understanding.”

Review Type:	ESCA	Year:	2011	Page Number:	6	HEDI Rating:	N/A
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Tenet 2: School Leadership Practices and Decisions

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

	2.2 School leader’s vision	X	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources		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.

Improve teacher effectiveness through a goal setting, observation, feedback and reflection process that develops a shared understanding of the elements of an effective teaching and learning environment as aligned to our guiding principles about how students learn best and to the Danielson Framework. This will guide the creation and implementation of the professional development plan for the year. The PD plan will be co-created and monitored by the planning team.

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.

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

- Department teacher teams, grade level teams and individual teachers will use the school’s goal setting process to set department, grade level and individual goals for the school year based on a review of student performance data. These goals will be shared and monitored throughout the year via a feedback and reflection process with colleagues during which teachers evaluate their progress towards meeting their goals, identify obstacles/assistance needed, give and receive feedback and provide evidence of accomplishment.
- Each teacher will receive a minimum of three informal and one formal observation followed by post-observation conferences, even for informal observations during which the school leaders and teachers will assess the class together using Danielson’s framework and complete the observation feedback form. These individual conferences, plus professional development around priority areas for growth, as aligned to the competencies, will give each teacher opportunities to gain a deeper understanding of the elements of effective teaching.

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

Key personnel:

- Principal, assistant principals, department and grade level leaders, teachers
- Principal and assistant principals

Resources:

- School’s goal setting framework; use of professional development time to write, share, and reflect upon goals
- Danielson’s Framework; Consortium rubrics, use of observation and feedback logs; use of professional development time; use of per session to support the development of a targeted professional development plan , use of per session for teachers to develop professional development workshops to train colleagues; use of funding for supplies

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

- All teachers, departments and grade levels will set meaningful and realistic goals at the beginning of the year and will be able to provide evidence of accomplishment of meeting their goals by the final goal reflection and review in June. Informal and formal observation schedule and log as monitored by school leaders.
- The principal and assistant principals will set up and follow a schedule for both informal and formal observations to ensure that each teacher receives four observations (three informal and one formal) and the planning committee, principal and assistant principals will collaboratively develop, implement and monitor a PD plan for teachers which focus on identified areas for professional growth.

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

September 2013 – June 2014

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

- Use of professional development time to write, share, and reflect upon goals
- Prep period time for post-observation conferences; use of per session to support planning committee development of differentiated PD plan

Budget and Resource Alignment

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

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

- Title I Priority/Focus SWP

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		PF Parent Engagement
	PF Positive Behavioral Management Programs		PF RTI		X		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).

"Further the requirements of curricular and academic tasks using student work and data to deepen cognitive engagement and accelerate academic achievement for all learners."

Review Type:	DQR	Year:	2013	Page Number:	3	HEDI Rating:	P
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Tenet 3: Curriculum Development and Support

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

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

Annual Goal #2

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

Strengthening PBAT Aligned Curriculum and Instruction

In order to increase the number of students who are college ready when they graduate from CSSJ, we will continue to develop curriculum and performance tasks that are challenging, engaging and have multiple entry points for all students. Completing PBAT tasks requires students to develop skills and habits that are crucial for success in college and careers. These include developing strong literacy skills, being able to analyze information, developing and defending arguments using evidence, and presenting analysis and evidence both in writing and through an oral presentation and defense to a roundtable of adults and students.

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

- Teacher teams, departments and grade level teacher teams will develop curriculum and instructional practices that are aligned to the Consortium’s common core aligned summative rubrics and that scaffold the development of these skills and habits, using a backwards planning model from 12th to 9th grade and across all subject areas.
- Teacher teams, departments and grade level teacher teams will routinely monitor student PBAT work products both as students are working on them and after each round of presentations, to assess areas of strength and areas for growth. We will then use this information to refine our curriculum, assessments and instructional practices.

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

Key personnel and other resources:

- Department leaders, grade level leaders, department teacher teams, grade level teacher teams, administrators
- Department leaders, grade level leaders, department teacher teams, grade level teacher teams, administrators

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

- The revision of curriculum in all four core subject areas, for all grade levels (9-12), including: course overviews, syllabi, and curriculum unit maps. We will use professional development time to co-plan lessons and review curriculum using this lens with the support from colleagues.
- Increase in student performance on PBAT tasks as evidenced in data analysis conducted after each round of PBAT presentations

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

6. September 2013 – June 2014

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

- Use of Monday and Wednesday professional development time, as well as use of per session to support extended department time to revise curriculum using planning tools including the Consortium rubrics and Danielson’s Framework.
- Use of department and grade level meeting times to compile and analyze PBAT data and plan next actions

Budget and Resource Alignment

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

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

- Title I Priority/Focus SWP

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

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

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

Major Recommendation

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

“Further the requirements of curricular and academic tasks using student work and data to deepen cognitive engagement and accelerate academic

achievement for all learners.”

Review Type: DQR	Year: 2013	Page Number: 3	HEDI Rating: P
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Tenet 4: Teacher Practices and Decisions

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

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

Annual Goal #3

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

Curriculum Development and Instruction: Improve teacher effectiveness in developing challenging and engaging common core aligned curriculum and tasks that are accessible for all students.

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

- Professional development this year will focus on revising curriculum to increase learner-centered activities aligned to common core curriculum that require rigorous thinking and analysis skills and student engagement for all learners. We will use the CCS, Danielson’s Framework and both Bloom’s revised taxonomy and the Depth of Knowledge (DOK) Levels to help inform our professional development work. We will make use of staff expertise, network instructional staff and the Consortium to facilitate professional development.
- Use of the observation process to assess how effectively teachers are using highly engaging and rigorous student-centered learning instructional strategies.

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

- Principal, assistant principals, planning committee, network coach;
- Administrators

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

- The use of professional development time on Wednesday’s to conduct workshops about different discussion-based activities including: Socratic Seminars, sorts, literature circles and pinwheel discussions and to design common core aligned curriculum and tasks that are accessible for all students. These workshops will be led by teachers who have expertise in them, and by our network’s instructional coach. As well, the use of our network coach to conduct coaching cycles for three specific teachers at this time and two additional ones later in the semester and the use of visits to other Consortium schools to observe and discuss classroom practice.
- An observed increase in learner-centered activities that require rigorous thinking and which promote high levels of student engagement.

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

September 2013-June 2014

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

- Administrators will arrange consortium high school visits for teachers needing additional support
- Use of Monday and Wednesday professional development time, as well as use of per session to support the creation of teacher-designed PD workshops and the attendance in after school workshops and visits to member Consortium schools
- Use of observation log, feedback log, Danielson’s Framework and the CCS

Budget and Resource Alignment

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

X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
<ul style="list-style-type: none"> Title I Priority/Focus SWP 											
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	X	PF College & Career Readiness		PF Common Core				
	PF ELT	X	PF Inquiry Teams	X	PF NYS Standards and Assessments		PF Parent Engagement				
X	PF Positive Behavioral Management Programs				PF RTI			X	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).											
"... further align professional development to learning experiences for on-track students to foster the adoption of college-ready behaviors."											
Review Type:	DQR	Year:	2013	Page Number:	5	HEDI Rating:	P				

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.											
Help students develop the behaviors, skills and habits necessary for becoming college and career ready, including the development of leadership skills.											

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											
<ul style="list-style-type: none"> Use of family group (advisory group) setting to implement a college readiness curriculum for all students that is differentiated based on the student's grade level. Lessons will include the identification of college ready behaviors, skills and habits Use of key personnel such as the attendance committee, guidance counselor and social workers to support students as they transition into the worlds of college and career and to provide one-to-one interventions with students who are not on track for college as a result of inappropriate social, emotional or academic behaviors. 											
B. Key personnel and other resources used to implement each strategy/activity											
<ul style="list-style-type: none"> Family group advisors, college counselor, principal Attendance committee, which includes: assistant principal, social workers, guidance counselor, and parent coordinator 											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
<ul style="list-style-type: none"> Family Group curriculum will be revised by the family group grade advisors to include a college readiness component at each grade level, but modified to be age-appropriate for each grade level and will be taught a minimum of one day per week in FG. Academic intervention teams will meet with struggling students and their parents to monitor academic and behavioral progress 											
D. Timeline for implementation and completion including start and end dates											
1. September 2013-June 2014											
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity											
<ul style="list-style-type: none"> Use of Monday and Wednesday PD time, as well as the use of per session, to support extended family group curriculum planning to revise and 											

implement the college readiness FG curriculum

- Use of support staff and administrators to conduct interventions; use of grade level advisor and team members to identify students in danger

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
X	PF Set Aside		Tax Levy	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
<ul style="list-style-type: none"> • Title I Priority/Focus SWP 										
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. .										
X	PF AIS		PF CTE	X	PF College & Career Readiness		PF Common Core			
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
X	PF Positive Behavioral Management Programs				PF RTI		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).			
"Evaluate the impact of interventions, processes, and partnerships through the use of valid and highly usable data."			
Review Type:	ESCA	Year:	2011
Page Number:	12	HEDI Rating:	N/A

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	X	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.	
Continue to increase opportunities for parents and students to monitor student progress towards meeting academic expectations through the schools interactive grade reporting system (SKEDULA)	

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	
<ul style="list-style-type: none"> • Use of an interactive grade reporting program, Skedula/Pupil Path, to allow parents/guardians and students to independently and routinely monitor student progress. Training will be provided to both parents and students • Create opportunities to actively engage parents in supporting their child's academic progress by hosting grade level meetings at the beginning of the school year with parents to review grade level academic requirements and curriculum focal areas, PBAT requirements and graduation requirements; by conducting outreach to parents to participate in both the grade level and graduation level PBATs of their child(ren); by reviewing student transcripts and report cards, six times a year, with parents and students to monitor student progress 	
B. Key personnel and other resources used to implement each strategy/activity	
<ul style="list-style-type: none"> • Parent coordinator, family group advisors, technology committee, Skedula/Pupil Path grade reporting system • Family group advisors, parent coordinator, social workers, guidance counselor and administrators 	
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity	
<ul style="list-style-type: none"> • All parents will have been informed of the Skedula/Pupil Path system and that we will provide them with a password and training to use it and all 	

students will have been provided with both a password and training through their family group advisor and will use it weekly to review their progress with their advisors in family group

- Parent participation will increase in PBAT presentations and in meetings related to academic progress

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

1. September 2013 – June 2014

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

- Purchasing the Skedula/Pupil Path system
- Use of per session and support staff for parent outreach and planning/conducting activities

Budget and Resource Alignment

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

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

- Title I Priority/Focus –Parent Engagement

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

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	Reading, writing, and presentation (public speaking) tutoring by ELA teachers	One-to-one and small group	After school and on Saturdays
	Writing skills support using Judith Hochman’s “Basic Writing Skills Program” provided by the special education teachers to both IEP and at risk students	Full class collaborative team teaching and small group instruction	During the school day
	Cohorting of Senior students who have previously not passed the ELA Regents in 11 th grade into one Senior English class able to focus on specific skills needed for ELA Regents exam	Full class instruction	During the school day
	Supplemental “Dystopian Vision in Art and Culture” class that uses creative writing and other media to help develop writing fluency and reading in a variety of genres.	Full class instruction	During the school day
	Tutoring and homework help provided by family group advisors	Small group and one-to-one	During the school day
	Summer academic support and credit recovery program for at risk students in ELA, as well as literacy skill development using a multi-sensory reading program, such as Orton-Gillingham and a writing skills	Small group and full class	During the summer

	<p>intervention program, such as Judith Hochman's Basic Writing</p> <p>Saturday tutoring, in the spring semester by the ESL teacher using the SIOP language acquisition program.</p> <p>Language acquisition instruction and support for targeted 11th grade ELL students using the SIOP language acquisition program</p>	<p>Small group and one-to-one</p> <p>Small group and one-to-one</p>	<p>After school; Saturdays</p> <p>After school and Saturdays</p>
<p>Mathematics</p>	<p>Individual and small group tutoring by math department</p> <p>Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families.</p> <p>Provide a summer program for academic support and credit recovery for at risk students in math.</p> <p>In preparation for Math PBAT, students work with teachers in one-to-one tutoring and in small instructional groups, on Saturdays, as well as after school.</p> <p>The Math department will offer Saturday school small group classes for struggling students who need to earn credit.</p>	<p>Small group and one-to-one</p> <p>Small group and one-to-one</p> <p>Small group and full class instruction</p> <p>Small group and one-to-one</p> <p>Small group</p>	<p>After school and on Saturdays.</p> <p>During the school day</p> <p>Summer</p> <p>After school and Saturdays</p> <p>Saturdays</p>
<p>Science</p>	<p>Science teachers offer individual and small group tutoring to students</p>	<p>Small group and one-to-one</p>	<p>Before and after school; Saturdays</p>

	<p>before and after school, and on Saturdays.</p> <p>Make-up science labs are offered after school.</p> <p>In preparation for the Science PBAT, students work with teachers on Saturdays, as well as after school in small groups as well as in one-to-one tutoring sessions.</p> <p>The Science department offers after school small group credit recovery classes for struggling students who need to earn additional science credits.</p> <p>Family group advisors provide homework help in a small group setting one period a week for 45 minutes and create academic action plans with students and families</p> <p>We provide a summer program for academic support and credit recovery for at risk students in science.</p> <p>The Science department will offer Saturday school small group classes for struggling students who need to earn credit.</p> <p>A supplementary course is offered for 12th graders who need additional support in order to successfully complete their Science Original Experiment PBAT.</p>	<p>Small group and one-to-one</p> <p>Small group and one-to-one</p> <p>Small group</p> <p>Small group and one-to-one</p> <p>Small group and full class</p> <p>Small group</p> <p>Full class</p>	<p>After school</p> <p>After school and Saturdays</p> <p>After school</p> <p>During the school day</p> <p>Summer</p> <p>Saturdays</p> <p>During the school day</p>
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	Through a partnership with Columbia University, students have access to Columbia University staff and resources to assist with content area research and knowledge acquisition.	Individual and small group	After school; during the school day
Social Studies	<p>Social studies teachers offer individual and small group tutoring to students before and after school.</p> <p>The Social Studies department offers small group after school credit recovery classes.</p> <p>In preparation for the Social Studies PBAT, students work in small groups, and in one-to-one tutoring sessions, with teachers on Saturdays, as well as after school.</p> <p>A supplementary course is offered for 12th graders who need additional support in order to successfully complete their Social Studies Research Paper PBAT.</p> <p>The Social Studies department will offer Saturday school small group classes for struggling students who need to earn credit.</p>	<p>Small group</p> <p>Small group</p> <p>One-to-one and small group</p> <p>Full group</p> <p>Small group</p>	<p>Before and after school</p> <p>After school</p> <p>After school and Saturdays</p> <p>During school</p> <p>Saturdays</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The guidance counselor provides guidance and crisis counseling services during the school day to all students and especially to at risk students in the targeted sub-groups	One-to-one and small group	During the school day

of SWD, LEP, Black, Hispanic and Economically Disadvantaged. She provides mediation and intervention counseling with students who have been referred for behavioral issues. As well, she provides individual and small group counseling intervention with students who are having attendance/academic problems a minimum of one period per day. The guidance counselor coordinates services with the attendance teacher and attendance committee. Students are assisted in learning how to deal with a variety of personal issues including school, family, friends, and relationships. Finally, she provides support and intervention services to students who are not meeting academic expectations. She collaborates with grade level advisors and special education teachers to monitor student progress. As well, she provides referrals to alternative programs. (i.e. transfer schools, GED, and vocational services).

The itinerant school psychologist does not provide any at-risk services. She does provide evaluations for students identified at risk and who appear to be in need of mandated services. She conferences with IEP teachers, conducts initial evaluations and triennials and chair MDR meetings.

One-to-one

During the school day

	<p>The two school social workers, plus the social worker intern, provide individual and small group counseling, family interventions, crisis management, and conflict resolution support to at risk students, especially those students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. Students are assisted in learning how to deal with various personal and family issues that are adversely affecting their progress. The school social workers provide support to teachers who serve as family group advisors, both through professional development and by co-facilitating workshops in family groups with the advisors. The social workers meet on a regular basis with teachers to monitor specific student progress, both academic and behavioral, as well as to identify students in need of counseling services. The special education teachers, school psychologist, and school social workers meet regularly to conference about struggling students and identify strategies to meet their needs, which are presented and discussed at weekly grade level team meetings. The school social workers are members of the attendance committee and provide support and interventions for students with chronic absenteeism</p>	<p>One-to-one and small group</p>	<p>During the school day; after school</p>
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	<p>and/ or lateness issues. The school social workers refer students in need of a home visit to the attendance teacher, and also serve as liaisons between the school and Children's Services, and also between the school and community social service agencies. Finally, the social workers coordinate with the school-based health clinic, which provides mental health services and referrals for assessment. The clinic social worker provides individual and group counseling to students who are referred by our staff.</p> <p>Health related services are offered during the school day to all students, especially those students in the targeted sub-groups of SWD, LEP, Black, Hispanic and Economically Disadvantaged. Students are assisted in learning how to cope with health related issues such as asthma, relationship abuse, obesity and diet, diabetes, and HIV/AIDs and STDs. All students receive a minimum of six HIV/AIDS education lessons.</p> <p>The school-based health center (Morris Heights Health Clinic) is de designed to serve all students with a focus on the uninsured and under served. The clinic offers students ready access to medical and mental</p>	<p>One-to-one, small group and full group</p> <p>One-to-one and small group</p>	<p>During the school day</p> <p>During the school day</p>
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	<p>health services. It also works cooperatively with school guidance counselors, social workers, classroom teachers, and school principals to assure that the school-based health center is an integral part of the life of the school. Students are provided with the following services:</p> <ul style="list-style-type: none"> • immunization • health physicals • flu shots • birth control contraceptives • HIV/STD testing and treatment • Mental health services by a social worker <p>In addition, the Morris Heights Health Clinic provides an after school program called "Changing the Odds" that targets 9th and 10th students who struggle academically and behaviorally. These students meet twice a week and work on service learning projects that is selected by the students.</p>	<p>One-to-one and small group</p>	<p>After school</p>
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**Title I Information Page (TIP)
For School Receiving Title I Funding**

1. All elements of the *All Title I Schools* section must be completed*.
1. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
2. 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.

Recruitment:

We recruit teachers by:

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

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

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

Retention and Support

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

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

We have a new/newer teacher support group, led by experienced teachers, which meets twice monthly after school to address issues and concerns and to help train new, newer or struggling teachers.

Our social workers and senior staff conduct professional development sessions for our new teachers prior to the beginning of the school year.

Our social workers and senior staff provide professional development for new/newer teachers on leading an

advisory group at the beginning of the school year and then provide additional support throughout the school year.

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

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

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

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

Assignments:

Department heads and school leaders work collaboratively with new teachers to make decisions on teaching assignments that best suit the strengths of the new teachers. The number of preps is kept to a minimum for new teachers.

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).

Ongoing professional development is provided to ensure that all staff members are equipped to help all students meet the CCSS. The school's planning committee meets at the beginning of the school year to develop the school's professional development plan, which includes a strong focus on development staff capacity to ensure that all students are better prepared to meet the CCSS.

The primary vehicle for professional development activities is through department professional development meeting time. Department members co-create and examine curriculum together including course overviews, unit maps and lesson plans against the CCSS to ensure alignments. The department members collaboratively develop and revise curriculum during the school year to maximize alignment to the CCSS.

All unit maps and lesson plans developed by teachers at CSSJ follow a jointly developed template that requires teachers to explicitly identify how the unit/lesson aligns with the CCSS.

As well, teachers attend professional development workshops during the school year on aligning curriculum with the CCSS with other member schools of the NY Performance Standards Consortium. They bring existing unit plans to examine and norm with teachers from other schools. They use this to then revise their curriculum.

School administrators receive professional development about the CCSS through both their network instructional coaches and through the NY Performance Standards Consortium.

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

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

Our support for STH students is coordinated through our social work department. Funds are used to provide emotional support to our students and their parents, including counseling services, by our two social workers. Funds for STH students are used to purchase needed both personal items and school supplies that will help students be better prepared to attend school and have the necessary school supplies.

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.

We are a member school of the NY Performance standards Consortium. As such, we use performance based assessment tasks (PBATs) in lieu of the Math, Science and Social Studies NYS Regents exams to graduate students. All teachers use the Consortium-developed graduation level rubrics in those areas to assess students. Teachers make decisions about formative assessments, in the form of smaller grade level and class level PBATs, as well as about culminating, graduation assessments. They work collaborative to make curricular and instructional decisions and to co-create curriculum and assessments. Each smaller PBAT is assessed using a rubric based on the graduation level rubric in the appropriate area, or using the actual graduation level rubric. These PBATs and rubrics are collaboratively developed by teachers in their department and grade level groups.

Teachers receive professional development in activities led by staff members and school leaders as well as by attending Consortium designed professional development workshops and through inter-visitations with member Consortium schools.

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.

Community School for Social Justice – School Parent Involvement Policy 2013-14:

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

1. Community School for Social Justice will take the following actions to involve parents/guardians in the joint development of its school parental involvement plan:
 - Ensure translation of materials to be sent home in every language spoken by students' families
 - The Parent Coordinator will support the PTA and SLT in reaching out to families to improve attendance of meetings, open school nights and afternoons, PBAT presentations, and other school functions.
2. Community School for Social Justice will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
 - Provide stationary, printing, and postage to facilitate outreach to families.
 - Family Group advisors will reach out to families to encourage participation and involvement in student and school achievement and performance.
3. Community School for Social Justice will coordinate and integrate Title I parental involvement strategies in the following ways:
 - Our current group of active parents/guardians will reach out to and recruit the parents/guardians of our new students. We will hold family-based activities like dinners, ice cream socials and other events to introduce the parents/guardians to the school and to get them involved in school activities. Advisors will call parents and get to know families. They will invite them into the school and encourage them to work with advisors on academic needs for their child.
 - Our parent coordinator will act as a liaison between the school and the parents/guardians to promote greater participation in school-related activities.

- The SLT will train parents to understand the school budget, help to prepare the CEP, and practice facilitation skills.
 - We will host SAT and PBAT and Regents Prep Information Sessions, as well as College Readiness meetings and Financial Aid workshops. The guidance counselor will reach out to parents/guardians to involve them in creating their child's post-graduation college and career plan.
4. Community School for Social Justice will take the following actions to conduct, with the involvement of parents/guardians, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents/guardians in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents/guardians) its parental involvement policies.
 5. Community School for Social Justice will build the school's and parents'/guardians' capacity for strong parental involvement, in order to ensure effective involvement of parents/guardians and to support a partnership with the parents/guardians, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school will provide assistance to parents/guardians of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described:
 - i. the State's academic content standards
 - ii. the State's student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
 - b. The school will provide materials and training to help parents/guardians work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement. In order to ensure effective parental involvement parents/guardians will be asked to participate in "Curriculum Night" twice yearly where they have the opportunity to meet and have a discussion with grade level teachers regarding the academic expectations of their child for each subject, review the major projects and course work for each class, and will be provided with a summary and timeline of the PBAT structure. In addition, we will set up individual accounts for each parent/guardian to access Skedula, an electronic grade book system, where they can monitor their child's academic achievement on a weekly basis. We will train them in the use of Skedula as well.
 - c. The school will, with the assistance of its parents/guardians, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents/guardians as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.
 - d. The school will take actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents/guardians of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents/guardians can understand.

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Community School for Social Justice

School-Parent Compact 2013-14

The Community School for Social Justice, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments. This school-parent compact is in effect during school year 2012-13.

School Responsibilities

The Community School for Social Justice will:

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

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

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the child's achievement will be discussed, as well as how this compact is related ;
- Providing parents/guardians with frequent reports on their children's progress. Specifically, the school will provide reports as follows: marking period report cards six times annually and mid-marking period progress reports six times annually. As well the school will use an interactive grading reporting system, currently Skedula, and will provide parents and students with passwords and training so that they may independently access information about student progress at any time;
- Holding grade level meetings with parents/guardians at the beginning of each semester to review and discuss the grade level academic and behavioral expectation, as well as to review school-wide and grade-level requirements for graduation and to review the grade level curriculum in each subject area;
- Providing parent/guardians reasonable access to staff. Specifically, staff will be available for consultation with parents/guardians as follows: all students have a family group advisor who is the primary liaison between the school and home. As well, the school has an open door policy for parents and guardians;
- Providing parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: participating in organizing and running school events, participating in student PBAT presentations, conducting fundraising events and visiting classes;
- Involving parents/guardians in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- Involving parents/guardians in the joint development of any School-wide Program plan (for SWP schools), in an organized, ongoing, and timely way;
- Holding an annual meeting to inform parents/guardians of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents/guardians, and will offer a flexible number

of additional parental involvement meetings, such as in the morning or evening, so that as many parents/guardians as possible are able to attend. The school will invite to this meeting all parents/guardians of children participating in Title I, Part A programs (participating students), and will encourage them to attend;

- Providing information to parents/guardians of participating students in an understandable and uniform format, including alternative formats upon the request of parents/guardians with disabilities, and, to the extent practicable, in a language that parents/guardians can understand;
- Providing information about Title I Part A programs to parents/guardians of participating children in a timely manner. Information includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet;
- At the request of parents/guardians, providing opportunities for regular meetings for parents/guardians to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible;
- Providing each parent/guardian timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent/Guardian Responsibilities

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

- Monitoring my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Checking and assisting my child in completing homework tasks, when necessary;
- Encouraging my child to participate in after school and Saturday tutoring, homework help and PBAT/Regents preparation;
- Discussing what my child is reading each day (for a minimum of 15 minutes);
- Setting limits to the amount of time my child watches television or plays video games;
- Promoting positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encouraging my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteering in my child's school or assisting from my home as time permits;
- Participating, as appropriate, in the decisions relating to my child's education;
- Communicating with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Responding to surveys, feedback forms and notices when requested;
- Becoming involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participating in or requesting training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- Taking part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- sharing responsibility for the improved academic achievement of my child;

Student Responsibilities:

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

- Attend school regularly and arrive on time;
- Do my homework/PBAT assignments and submit them on time;
- Ask for help when I need it; offer help to others when they need it;
- Read at least 30 minutes every day outside of school time;
- Attend Saturday and after school tutoring and/or PBAT and Regents Prep classes if recommended or mandated by my teachers

- Follow the school rules and be accountable for my actions;
- Show respect for myself, for others and for property;
- Strive to mediate and resolve all conflicts peacefully;
- Give my parent(s), or the adult(s) responsible for my welfare, all notices and information received by me from my school every day.

**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 07	Borough Bronx	School Number 427
School Name Community School for Social Justice		

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 Sue-Ann Rosch	Assistant Principal Jaime Guzman
Coach type here	Coach type here
ESL Teacher Suzanne Kott	Guidance Counselor Celeste Hill
Teacher/Subject Area Lacey Ross	Parent type here
Teacher/Subject Area Dana Sutherland	Parent Coordinator Alane Sosa
Related Service Provider Patrick Reimer	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	336	Total number of ELLs	39	ELLs as share of total student population (%)	11.61%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										13	12	11	3	39
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	13	12	11	3	39

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	39	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	22
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	23

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	5		2	11		4	23		14	39
Total	5	0	2	11	0	4	23	0	14	39

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	11	11	3	36
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2				2
TOTAL	0	0	0	0	0	0	0	0	0	13	12	11	3	39

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	1	0	0	1

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)										3	4	2	0	9
Advanced (A)										4	4	4	3	15
Total	0	0	0	0	0	0	0	0	0	7	9	6	3	25

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	7		3	
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions here: 1. We are a portfolio assessment school with a Regents waiver from the state except for the ELA exam. Therefore, we do not give assessment exams except Scan-tron, which is administered to all ninth and tenth grade students and assesses their current reading levels. Our ninth grade ELLs all scored between the fourth and sixth grade reading levels. Our tenth grades scored between the fifth and eighth grade levels. The scores only test through the ninth grade. We do targeted reading intervention through the English classes, which is where the ESL teacher pushes in. We use small group instruction including literature circles and Socratic seminar to address reading concerns. The ESL teacher reinforces phonemic awareness to build fluency. We also offer Saturday instruction several times a year to target remediation for students who require it. The emphasis is on building reading and writing skills. Students are assessed first based on their NYSESLAT scores. The ESL teacher then meets individually with students and assesses their needs. We use this information to adapt class curriculum and focus on the skills each student needs. We have had one new ELL admit this year and two students currently completing their first year of service. According to their LAB scores they were non-English speaking when they arrived. As 34/48 students passed the Listening and Speaking section and 13/48 students scored Advanced versus 15/48 scoring Advanced and 28/39 scoring Intermediate on the Reading and the Writing sections we emphasize building reading and writing skills in classroom instruction. The majority of our students who have difficulty progressing on the NYSESLAT are our LTE students. Looking at our trends over time, we see that many of our newer students pass. Therefore, we focus our own assessments and instruction on pinpointing areas where students are struggling and focusing instruction specifically to these needs.

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

Paste response to question here: 2. Most students are either achieving a higher score or passing the listening/speaking sections while scoring in the intermediate/advanced range in the reading and writing sections. Newly admitted students (1-6 year range) are progressing more quickly than the long term ELLs. Special education ELLs who have been ELLs for their entire school careers are having difficulty passing the reading/writing sections. Two of our three ELLs with bilingual mandates passed the NYSESLAT. Most of our newly admitted ninth grade ELLs were long-term ELLs and ELLs with IEPs. Most of our current 10-12th grade general education students progressed on the test, improving in one or more modalities.

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](#))

Paste response to question here: 3. Data indicates that students are struggling with reading and writing skills. Subject area teachers are receiving professional development on improving vocabulary acquisition, reading and writing strategies and including different modalities to reinforce concepts. The ESL teacher will increase instructional time on grammar and reading strategies. Teachers are incorporating a more student centered approach to increase student engagement including strategies such as: Sorts, Literature Circles and Socratic Seminars. Our AMO consists of Regents data. Our ELL cohort is not large enough to be included. Based on our own analysis, or general education ELLs consistently pass the regents. We provide extra support for them and our sped. population in our cohorting. We also give mock regents exams which we analyze to address areas of concern.

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?

Paste response to questions here: a. The current patterns across grade levels indicate that most students are either achieving a higher score or passing the listening and speaking sections. Progress is faster on the reading and writing sections. Within the ELL population, long term-special education students are struggling the most on the reading and writing sections although they consistently pass both the listening and speaking parts. As a Pbat school, our emphasis is on reading and writing in English as students cannot write Pbat in their native languages.

b. Our school community reflects upon student achievement on a weekly basis as a group during staff meeting. Teachers assess student learning daily and reinforce key concepts. Grade levels and departments meet weekly to review student progress and re-evaluate curriculum. The ESL teacher rotates through department and grade level meeting to provide support. Alternative teaching methodologies are discussed and implemented and interventions are set into place.

- c. The school is learning that students need more focused instruction on writing strategies and vocabulary development. We are continuing to work toward standardizing language instruction and strategies across departments and grade levels. As a pbat school, we improved our assessments in the ninth grade and added two tenth grade assessments to support student achievement in the upper grades
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](#).)
Paste response to question here: Not applicable
 6. How do you make sure that a child's second language development is considered in instructional decisions?
Paste response to question here: All teachers are made familiar with each students' learning needs by the ESL teachers. Instructional strategies are discussed and implemented with the help of the ESL teachers. NYSESLAT scores are discussed as are the length of service and SIFE needs. Additionally, teachers bring curriculum concerns to the attention of the ESL teacher as needed. Content area teachers are briefed on each child's background by the ESL teacher. Teachers use the information to differentiate and scaffold instruction to meet each child's needs. Teacher's are incorporating Language Objectives into their lessons to target English Language learning in each unit.
 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?
 Paste response to questions here: Not Applicable
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Paste response to question here: Our ELLs have been successful in earning 10 credits or more and as a result have moved onto the next grade level. For example, 90% of our ELLs were promoted during the 2012-13 school year, which was the highest achieving sub-group in our population. Furthermore, 8 out of 39 students in grades 9-12 passed the NYSESLAT and an additional 12 students moved up at least 1 level.

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](#).)
Paste response to question here: When a new admit arrives to the Community School for Social Justice, the ESL teacher, Suzanne Kott, or the Assistant Principal, Jaime Guzman, are called to the office to administer the Home Language Identification Survey. They work with each parent to complete the survey. If the survey indicates that the child speaks a language other than English, the parent and the student are given an in-depth interview. The Parent Coordinator, Alane Sosa, may be called to help translate if necessary. Parents and students are queried as to how many years of education the student received, what language the education was administered in, where that education took place, and what language is primarily spoken in the home. Based on those responses, as well as those relevant sections of the HLIS, a determination is made on whether to administer the LAB-R. The LAB-R is then administered within 10 days of enrollment and hand scored. A placement, if warranted, is made. If the student is a Spanish speaker and eligible per the LAB-r, the Spanish LAB is administered within ten days. The AP, Mr. Bonnicks, orders LAB-R each fall. The test is then returned the District Coordinators office. The LAB-R is administered by our licensed ESL teacher, Ms. Kott, who also packages and returns the tests to the scanning center. The Spanish LAB is administered by the ESL teacher and one of the bilingual paraprofessionals who aid in translation.
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.

Paste response to question here: Parent Orientation meetings are held starting in September by the ESL teacher Suzanne Kott and the Parent Coordinator, Alane Sosa. Parents are sent letters inviting them in their native language to attend this meeting and we follow-up with this communication with a phone call from a bilingual Paraprofessional in their native language the week before the meetings to remind them to attend. Further meeting are then held in October before Parent-teacher conferences and again in March. When we receive new admits the ESL teacher and Parent Coordinator meets with them on an individual basis and describes the programs and their options.

Orientation Meetings are held by the ESL teacher, Assistant Principal, and the Parent Coordinator. Our parent coordinator provides translation services. Parents are informed of their three program choices in New York City in several ways. First, parents are informed of the three choices in the Entitlement letter. They then come to the Parent Orientation Meeting where they read about the three choices in the Parent Brochure and see the data behind these choices in the video. After the video, parents again see these choices in the Parent Selection Form. We work diligently to ensure 100% attendance to our Parent Orientation Meetings so we vary the times to meet parent schedules. Should a student arrive mid-year, the parent is called in for a meeting after the LAB-r is administered and the results are calculated.

3. 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].)

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

4. 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.

Paste response to question here: . Currently, only one special education parent has requested Bilingual education; therefore, the school only possesses an ESL program. The parent chooses to have their child remain in the school with an alternative placement paraprofessional. Their options are explained to them at parent orientation meeting and at the their annual IEP meetings, which the ESL teacher attends. We explain our push-in program. At parent meetings, all program options are explained and relevant literature describing each program is given to the parent in both their native language and English. A translator is arranged in the parents native language and they guarantee the parent's understanding of their options. The relevant video is also shown. Parents who request a different program are educated in their rights and given a list of schools that possess their desired program. The Guidance Counselor then meets with the parent and student to discuss the schools. Parents are then directed back to the ISC.

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.

Paste response to question here: The NYSESLAT is administered by our licensed ESL teacher, Ms. Kott, who also packages and returns the tests to the scanning center. She administers the test with the same security and testing conditions as per all other State tests. Students are scheduled for exams beginning with the speaking. Students receive a test slip telling them when they are scheduled. All teachers receive a copy o the testing schedule. Additionally, a copy of the schedule is sent home to parents. Students are scheduled for testing based first on testing accommodation needs and then by grade level. The Assistant Principal, Jaime Guzman and school aid have copies of the schedule and bring students to the testing site. If a student is absent for their scheduled time, they are re-scheduled and the parent is called.

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. 

Paste response to question here: An ESL program is provided as per parent request. Only one Special Education student's parent (11th grade) has requested a bilingual program. They were informed that they had the right to request a transfer and declined, preferring to leave the child in the school with a bilingual paraprofessional

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])?

Paste response to questions here: a. The ESL program utilizes a Push-in. The ESL teacher pushes-in to Social Studies English classes. Because students are served in classes, the push-in model allows us to serve a diverse student body while ensuring that all servicing requirements are met for students at each level. Additionally, students, especially the beginners are given the same opportunities to take as wide a diversity of course offerings as their native English speaking peers. For example, our ESL teacher instructs the ninth grade as a group for 540 minutes each week meeting the service requirements for the beginner students. Because students are cohorted, advanced and intermediate students receive extra time, helping them continue to progress.

b. Students travel as a block in cohorted classes. Students are heterogeneously grouped in classes with former ELLs and native language speakers to encourage interaction in English. Students are cohorted into the ICT classes so service minutes can be met for both general education and special education students. The groups are heterogeneously mixed with both general education and special education native speakers. We have found the particular attention paid in these classes to differentiation to be helpful in servicing our ELL population.

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)?

Paste response to questions here: The Push-in model ensures that mandated minutes are met because the ELLs are spread throughout the four grades and across all three levels. Our class periods are 63 minutes long and students in each grade are cohorted therefore, all student, regardless of NYSESLAT score, receive 540 minutes. Our ELL students are placed in 1 cohort in each grade level. Cohorting the students in heterogenous classes allows us to more easily meet the mandated minutes and gives

students greater opportunity to interact with exited ELLs and native English Speakers. There are also a mix of mandated, LTE and LTE Sp. Ed. students. The licensed ESL teacher works with students in all four grade levels.

a. Student's native language skills are supported in class during groupings as students who are non-English speaker are grouped with bilingual and native speakers. Additionally, students are given assignment in their native language as well as English. They are also allowed to respond in their native languages for specified assignments. Spanish speakers receive a minimum of one year of Spanish. Many students are then enrolled in an advanced Spanish class.

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.

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

Some of the methods teacher employ are the use graphic organizers in the subject area classes., including; T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) to help with comprehension. We also implementation cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ESL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing, visuals and sentences. Definitions include content area terminology as well as conversational language.

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

Paste response to question here: Materials are provided in their native language throughout the year.

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

Paste response to question here:

5. Our project based learning requires students to use each of the four modalities on a daily basis. Students must read and write in every class, daily. Additionally, student centered learning requires students to speak and listen to each other during group work. Students present their projects regularly in classes in preparation for the Pbats. The four modalities are built into our learning model for all students. Teachers evaluate students daily by using Do Nows and exit slips . Additionally, students provide feedback and evaluate each other during groupwork activities. As a Pbat school, we do not implement formal assessment for students except for the scan-tron testing in reading described above for the ninth and tenth grades.

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).

Paste response to questions here: A. SIFE students are identified at the beginning of the school year. Parents of all SIFE students are called and the ESL teacher, Assistant Principal, Parent Coordinator and the students staff advisor attempt to meet with the student and their parent to identify the cause of the concern, discuss a plan to aid the student in improving their attendance and implementing a tutoring schedule with the ESL teacher and the subject area teachers to help bring the student up to grade level. If the parent is unavailable, the meeting is held with the student and the parent is called to seek their assistance in implementing the program. The student's attendance is monitored by the Advisor and ESL teacher and the parents are called if a pattern begins to develop. Should

attendance become an issue, the Parent Coordinator brings the concern to the attendance committee who use their resources to help the student. During tutoring, subject area teachers focus on each student's deficiencies while reinforcing new material. Each content area teacher works with a Special Education teacher in one of their cohorts. They jointly modify their materials for the special education students. These materials are often used to differentiate instruction for SIFE students in conjunction with grade level materials to help scaffold the students to be able to work at grade level. When necessary, although we use a monolingual program, materials are given in the student's native language to aid in acquisition. Students can also receive help during our daily advisory period called Family Group. Their advisor, a licensed teacher, works with students to help them better understand and complete their assignments. They have access to each student's progress reports Edline.net and help monitor their progress in each content area, consulting with content teachers to provide supplementary materials to students as needed.

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

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

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

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?**

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

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?**

Paste response to question here: Special needs students are serviced as per their IEPs. CTT students are serviced in class by the ESL teacher and the Sp. Ed. teacher. SETTS students are serviced both in and outside of class. The ESL teacher meets with the Special Education team to discuss the student's needs and helps implement curriculum modification based on their needs. Students whose needs cross-over into both areas are grouped and serviced together. Regular meetings are held between the

departments to continue to update and address those students needs. Our CTT students are served in classes with general education students for all their subjects providing them with the least restrictive environment throughout the day.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:	0		
Math:	0		
Science:	0		

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

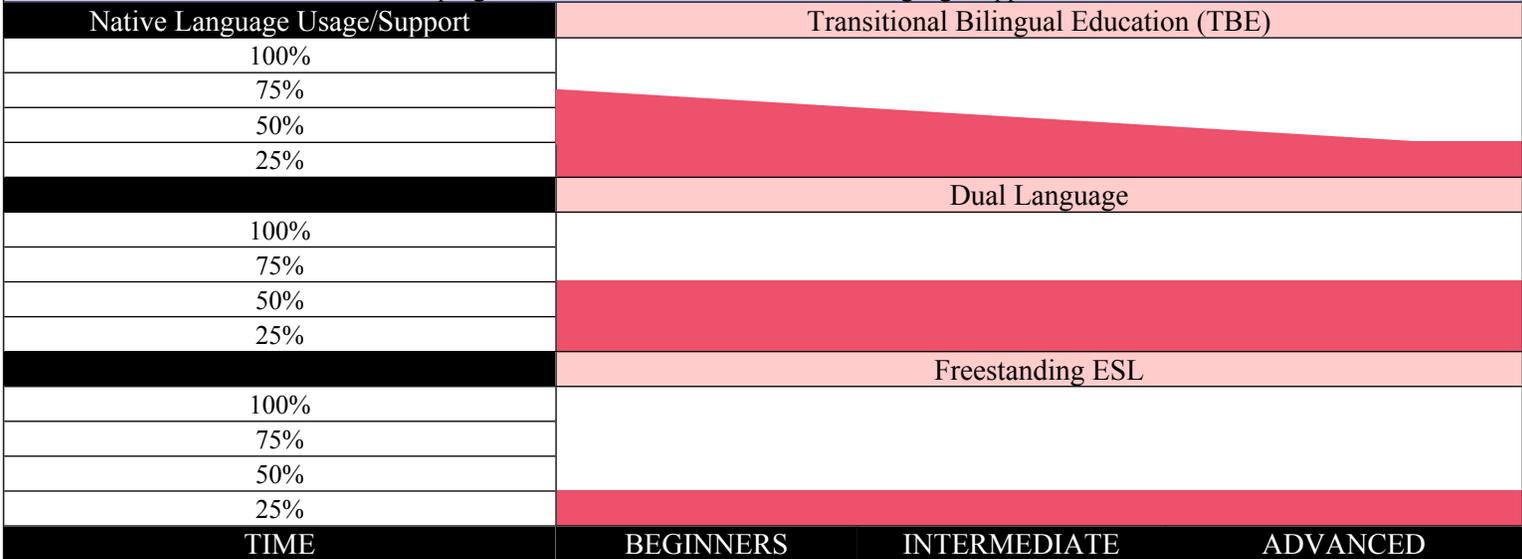
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

Paste response to question here: Content areas are taught in English. Using the push-in model, the ESL teacher co-plans with subject area teachers and also provides direct instruction on occasion. She ensures that ESL students receive explicit instruction throughout the program. Teachers have access to bilingual materials to supplement their assignments. Students are paired with a non-ELL bilingual student who can provide translation when necessary. Students are supplied with pictures to help them understand concepts. In math, teachers provide targeted interventions to ELL students by color coding problems on the Smart Board to assist students to learn the order of operations, use number sense, and review basic operations. There is also an extra math teacher in the class to give additional support to students. In Social Studies, teachers target vocabulary acquisition to increase content comprehension. In science, teachers target comprehension through the use of manipulatives.

All ninth grade students are assessed through Scan-tron and Read Naturally at the start and end of each year. We use this to determine target areas in reading comprehension and create small groups to be taught by the ESL and Special Education English specialist. "Native language texts are provided. Additional time is provided after school. Many assignments are adapted to student's levels. Special Education ELLs are also serviced through our certified Wilson Reading Specialist. They are also given Read Naturally, Basic Writing Skills and Great Leaps as needed. Our general education ELLs are given Read Naturally and Basic Writing Skills as needed.

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

Paste response to question here: Based on our high graduation rates, Pbat passing rates and continued progress on the NYSESLAT, the ESL program is very effective. Teachers are continuing to be given professional development on working with ELLs. One of the goals of the English department is to establish standardized vocabulary instruction to better serve the needs of ELLs. The program is also being expanded to the other content areas where both academic and non-academic language is targeted. Additionally, we successfully implemented a standardized writing program across the curriculum which we continue to reflect and improve upon.

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

Paste response to question here: . Implementing a.m. tutoring for students who cannot come after school and would prefer morning tutoring is being considered. We hope to provide more tutoring opportunities this way. We are looking at different on-line language learning programs like "Write to Learn."

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

Paste response to question here: None

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

Paste response to question here: ELL students have the same access as any other student to all programs. They are encouraged by the ESL teacher and their family group advisors to participate in extra-curricular activities such as: tutoring, Saturday academy, Deloitte academy, clubs, and sports teams. All advertising information are provided in English and their Native Language. ELL students are offered additional support by participating in our tutoring program and Saturday academy. We ensure that all communication about school program offerings are sent home in the parent preferred language to encourage participation in our programs.

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

Paste response to question here: Students have access to texts and worksheets in the Native Language. They have access to computers in every classroom and smartboards in grades 9-11. Students have access to bilingual books in the Library. Each student is given access to a bilingual dictionary. They can use language learning programs on the internet. Additionally, students are taught how to use the translation program in google.docs as they begin using our schools network in the ninth grade in order to prepare them to write their Performance Based Assessment Tasks which are all complete on google.docs. The following strategies are used across the curriculum; graphic organizers in the subject area classes. T-Charts (list ideas and explain), Venn Diagram (categorize, compare and contrast) Tree Diagram (Organize pre-writing) Implementation of cross-curricular word analysis and language dissection: Word Walls, reinforcement of content area vocabulary in ESL, English, Science and Social Studies Classes focusing on cognates, definitions and usage of prefixes and suffixes. We also use manipulatives where applicable, visuals are provided to help students grasp concepts, and teachers use role playing. Students are given choices of how they want

to complete written classroom assessments ranging from oral responses for beginners to letters, essays, pamphlets or posters for more advanced students. Mini-Lessons for direct instruction of identified grammatical errors. Individual student conferencing to address specific student's needs. Reviewing student generated writing with the individual student to address their specific needs. Direct Vocabulary instruction including the use of student generated personal dictionaries to define new words using first formal definitions then re-phrasing. Definitions include content area terminology as well as conversational language. Students also begin using google.docs to write their essays and Pbats in the ninth grade. All their documents are shared with the ESL teacher who is able to give them feedback and direction on their work through the program. As this feedback is also seen by the subject area teacher, they can better focus and adapt their materials for each child and further aid in their individual language acquisition.

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

Paste response to question here: Materials are translated by teachers for students using google.docs. Additionally, the Science and Social Studies classes have Spanish versions of textbooks that can help students better understand the material presented in class. They are brought to the Library regularly to take out materials in their native language. The students are also taught to use google.docs to help them with translations. Part of the reason we chose WritetoLearn as a language using tool is because it will translate words for students into Spanish furthering comprehension.

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

Paste response to question here: We currently have one student who requires bilingual speech. A speech teacher is brought in to work with him. All SETTTS and ICT services are given in English. A bilingual paraprofessional is assigned to each ICT class to provide translation services as needed. No students require counselling in a language other than English.

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.

Paste response to question here: Every May, letters are sent home inviting students and parents to a 9th grade orientation. All letters are sent in both English and the native language. The ESL teacher meets with incoming ELLs and their parents to discuss the schools various programs, the Pbat process and explains the options the parent is entitled to. Letters are sent home to all the ninth grade students at the end of the June inviting them to a three day team building workshop stressing collaboration and community building to be held in July. ELLs are called by the ESL teacher and asked to attend to help them become more comfortable and better acclimated. When new students enroll, they are given an orientation with the ESL teacher and a student is assigned to assist them in class. The ESL teacher introduces the student to their classroom teachers and Family Group teacher who assists in the transition.

18. What language electives are offered to ELLs?

Paste response to question here: Spanish.

19. For schools with dual language programs:

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

Paste response to questions here: Not Applicable.

C. Professional Development and Support for School Staff

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

Paste response to questions here: The school provides professional development every Wednesday throughout the year. The ESL teacher provides 1 PD a month to staff on curriculum development to meet ELL's needs. She turn-keys PD she attends for staff and works one-on-one with staff members who are struggling to differentiate instruction for ELLs. She also works with Para-professionals assigned to ELLs to help them work more effectively with their students. Teachers are being trained to use SIOP in their classrooms to better meet the needs of ELLs.

2. The ELL teacher goes to several workshops each year provided by BETAC and the Office of ELLs such as the LAP workshop to better implement instruction. She also attends workshops with our Network, CFN 102, and works closely with our ELL instructional coach at the Network. This work includes Inquiry groups and Professional Development. In addition, the ELL teacher will often utilize workshops given by outside agencies like the New York Times. All workshops are designed to align with the Common Core. The ESL teacher provides professional development to the Guidance Counselor on working with ELLs and their needs. They meet regularly to discuss the needs of the ESL population.

The ESL teacher may bring English and subject area teachers.

3. Teachers are provided with background information on each new student such as: NYSESLAT scores and years of service. Also, the ELL teacher attends the three day ninth grade orientation over each summer to meet and evaluate all new ELL student. She then shares the data with teachers, guidance counselor and administration during the first week of school. During the year, the guidance counselor and social workers work with ELL students to address individual academic and emotional needs as they transition into high school.

4. The 7.5 hours includes workshops on discussing the individual needs of students during grade level meetings. It also includes workshops in each subject area during department meetings to areas specific to each subject. Teachers are taught to understand the particular needs of ELLs focusing on scaffolding language and targeting each modality in every lesson. Training for staff begins in the start of the school year with the ESL teacher reviewing NYSESLAT scores and testing levels. She also explains the scores to the staff. The ESL teacher attends weekly grade level meeting to review student progress and train teachers on meeting the needs of the ELLs in their cohort. The ESL teacher gives training at staff meeting on improving instruction with topics including: vocabulary acquisition, writing across the curriculum, using visual aids to improve subject comprehension, modifying language on materials and exams, and testing compliance. The ESL teacher also trains teachers on the techniques she acquires from the outside workshops she attends. Teachers are being trained to use SIOP in the classes. Our ESL teacher has received extensive training in it and meets bi-monthly with a cross-section of teachers who are then able to turn-key the training to their departments and staff. Training occurs during staff meetings, on professional development days and during department meetings.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Paste response to questions here: Families will be involved through outreach provided by the ESL teacher and family group advisors. Parents have several opportunities each year to meet with teachers including: Student-Parent Orientation for incoming ninth graders in May and July, Meet the Teacher night for all grades in September, and Awards Ceremonies. ESL parents are represented on the PTA advisory board and the SLT team. Opportunities will be provided for parental interaction during the school day. Two additional meeting times are provided for ESL parents during the school day in September and March where our ESL program and parent options and student progress are reviewed. Translation services are provided by our Assistant Principal, Spanish Teacher, Parent Coordinators and Bilingual Paraprofessionals.
 2. We work closely with our Community Based Organization, Bronx Works, to provide opportunities for the families in our school community to be informed and involved in the planning and implementation of our ESL program. They offer a variety of services to parents of ELLs, including: English classes, legal aide, and immigration help.
 3. The school uses the Learning Environment Survey to evaluate the needs of the parent community. Furthermore, the school also provides an orientation for all grade levels in order to inform parents of the goals and expectations for their child and to answer parental concerns. The parent coordinator is available to speak and assist parents. Family group advisers also keep in regular contact with the parent of the students in their group and aid in determining their needs.
 4. Our parent community has requested improved communications with teachers concerning grades and assignments. Therefore, the following has been implemented:
 - Skedula grading system that gives parents access to the most recent student progress and allows parents to email teachers with concerns.
 - Family group advisers are pivotal in maintaining parental involvement and remain with the student throughout their 4 years in school to develop a personal relationship with the student. All communication is bilingual.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Community School for Social Ju

School DBN: 07x427

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sue-Ann Rosch	Principal		11/1/13
Jaime Guzman	Assistant Principal		11/1/13
Alane Sosa	Parent Coordinator		11/1/13
Suzanne Kott	ESL Teacher		11/1/13
Lisa Lozada	Parent		11/1/13
Lacey Ross/English	Teacher/Subject Area		11/1/13
Tat Seto/SPED	Teacher/Subject Area		11/1/13
	Coach		1/1/01
	Coach		1/1/01
Celeste Hill	Guidance Counselor		11/1/13
Allison Sheehan	Network Leader		11/1/03
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: Network: **102**

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

Part A: Needs Assessment Findings

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

We use ATS reports to ascertain the home language of our students. For new admits we use the Home Language Informational Survey (HLIS) which is administered by the ESL Coordinator or the Assistant Principal. As well, at the beginning of the school year family group advisors contact the homes of new admits and verify the home language the parents/guardians speak and read in in order to provide effective communication with our families. If any discrepancies are found, the parent coordinator calls to verify. Finally, the information is then given to the school community during the 2nd week of staff meeting.

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

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

Approximately 45% of our parents prefer communication in Spanish. One student's parent requires the language Bengali. This information was verified and the Parent Coordinator made the necessary arrangements for translation services. Findings were announced during a staff meeting and shared as a google.doc.

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.

Written translation services are provided in Spanish by our paraprofessionals and Spanish Teacher. Documents are also sent out to the Translation and Interpretation Units for translation services. All documents are sent home in English and Spanish. Currently, one parent requested translation in Bengali. Documents are sent out for translation and sent to the parent in English and Bengali.

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.

Oral translation is provided in Spanish by the paraprofessionals in Spanish. For Bengali, the parent either brings in a family member, we contact a volunteer or use the phone translation service provided by the Department of Education.

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

Parents are mailed the information as part of the beginning of the school year welcome packet.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information

Name of School: Community School for Social Ju DBN: 427

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

Part B: Direct Instruction Supplemental Program Information

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

Before school After school Saturday academy Other:

Total # of ELLs to be served: 48

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

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

Total # of teachers in this program: 6

of certified ESL/Bilingual teachers: 1

of content area teachers: 5

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The program will start in October 2012 and conclude in June 2013

Our supplemental program has two components:

Part I.

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

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

-Scaffolding in an essential part of the instructional delivery of the program, such as: modeling, bridging, schema building, contextualization, texted representation and meta-cognition.

-Conferencing with students and informal assessments.

-Acquisition of lexicon necessary for academic progress.

Supplies for this program will include:

-Bilingual dictionaries for each student to aid in language acquisition in the content areas.

-Paper, markers, pens, poster paper and chart paper

Various materials including fiction and non-fiction will be purchased

Part B: Direct Instruction Supplemental Program Information

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

Part II.

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

-Desktop, laptop and tablets to help administer the after-school program

-Target level supplemental novels for use after school, at home and in classes

-Classroom supplies such as pens, copy paper, notebooks and markers

Part C: Professional Development

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

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

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

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

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

Allocation Amount: \$

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