



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

15K519

School Name:

COBBLE HILL SCHOOL OF AMERICAN STUDIES

Principal:

ANNA MARIA MULE´

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

School Name: The Cobble Hill School of American Studies School Number (DBN): 15K519
School Level: High School Grades Served: 9-12
School Address: 347 Baltic Street, Brooklyn NY 11201
Phone Number: 718.403.9544 Fax: _____
School Contact Person: Anna Maria Mule' Email Address: amule@schools.nyc.gov
Principal: Anna Maria Mule'
UFT Chapter Leader: Bernard Derys
Parents' Association President: Glynnis Cook
School Leadership Team Chairperson: Cayden Lovejoy
Student Representative(s): Caleb Gradoit and Dashawn Williams

District Information

District: 15 Superintendent: Karen Watts
Superintendent's Office Address: 1396 Broadway, Brooklyn, NY 11221
Superintendent's Email Address: KWatts@schools.nyc.gov
Phone Number: (718) 455-4635 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Groll
Network Number: 112 Network Leader: Kathy Pelles

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

- List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
- SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
- The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Anna Maria Mule’	*Principal or Designee	
Bernard Derys	*UFT Chapter Leader or Designee	
Glynnis Cook	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Dashawn Williams Tuwanda Buddy Caleb Grandoit	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Cayden Lovejoy	Member/ SLT Chairperson	
Ms. Duncan	Member/ Parent	
Ms. Negrón	Member/Parent	
Colleen Blackford	Member/ CBO	
	Member/	

**Signature of constituent only indicates consultation in the development of the SCEP, not approval.

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
<ul style="list-style-type: none"> • Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<ul style="list-style-type: none"> • Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
<ul style="list-style-type: none"> • Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
<ul style="list-style-type: none"> • Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
<ul style="list-style-type: none"> • Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
<ul style="list-style-type: none"> • Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

1. Tenet 1: District Leadership and Capacity
2. Tenet 2: School Leader Practices and Decisions
3. Tenet 3: Curriculum Development and Support
4. Tenet 4: Teacher Practices and Decisions
5. Tenet 5: Student Social and Emotional Developmental Health, and
6. Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
- **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.

School strengths, accomplishments, and challenges.

The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

At the Cobble Hill School of American Studies, we have a strong commitment to shaping our students into competent, engaged, global citizens, who have a strong appreciation and understanding of the ideals this country was founded upon, and who possess the skills to become the change agents of the future. Our school mission anchors this vision – The Cobble Hill School of American Studies is a caring, learning community focused on developing, engaged, productive, global citizens. And so, we advocate: a commitment to student voice, a mutual respect for teaching and learning; and pride in work and achievement.

As a school serving approximately 550 -600 students, over 80 % of whom come to us with either significant learning and/or social emotional needs, we engage our entire school community (Parents, PTA, School Leadership Team, student council, CBO's, faculty, network personnel, coaches, school safety and students, school curriculum teams) in leveraging our resources, talents, systems, and programs to improve student and community outcomes

Thus, we strategically place many of our resources and attention to our 9th and 10th grade students since 9th and 10th grade metrics are strong predictors of success, while supporting students at all grade levels with the goal of success in college, career, and life. Students experience a personalized approach to learning as soon as they enter the 9th grade at Cobble Hill School of American Studies. Beginning with our Summer Bridge Program (4 weeks over the summer before commencement of 9th grade), our students get to know our staff, our school wide expectations, protocols for learning, and foundational skills in ELA and Math. Our CBO, Partnership with Children, whose office and classroom space is located on the 3rd floor, presents and conducts parent workshops and student team building activities at our Freshman Orientations.

In our school wide program, each cohort is assigned a guidance counselor that loops with that cohort until the students graduate. The guidance counselor becomes the child's advocate and grade advisor. They collaborate with parents, teachers, deans, administrators, and CBO partners to ensure positive student outcomes and post-secondary success. In the past 3 years, our 4 year graduation rate has increased from 57% to 75% and our credit accumulation rates have increased by 10% in every cohort and for our lowest third. Guidance counselors take ownership of their cohorts and work diligently to help students from the day they enter the school to graduation and beyond. Our advisory program and our guidance and PWC staff helps students build the soft and hard skills necessary for success and achievement while differentiating their approach for individuals and groups of students.

As an AVID school, we also believe that it is possible to close the achievement gap by preparing all students for college readiness and success in a global society. Consequently, we have put into place systems, structures, and routines to create and sustain a college going culture and a strong core instructional program that addresses the Common Core shifts in ELA and Math at Cobble Hill. These include moving AVID school wide so that all students are supported by the AVID WICOR framework. This framework is driven by the WICOR method, writing, inquiry, collaboration, organization, and reading. AVID curriculum is used in AVID elective classes and in content-area classes in AVID schools. Across grades and in various subjects students are taught organizational strategies (AVID binder, learning logs, calendar etc); engage in critical thinking (close reading, Socratic seminars, text analysis, research, debate, argumentative writing, experiment, simulations); and engage in peer tutorials (strategies for self-study and for establishing peer study groups) with the assistance of our Hunter College Tutors. All of our students take an AVID elective every semester.

We also have budgeted for our school college counselor, who works closely with College Summit and the AVID coordinator to work with students on the entire college application process facilitated by a junior/ senior elective College Summit/AVID class leading to increased college persistence rates as evidenced by Progress Report metrics and “Where are they Now” reports. Our 12th grade Peer Leaders are trained over the summer and work with the entire school community as student models for the entire student body. They conduct student and parent workshops, support peers in the college application process and serve as role models, organizing events such as the college fair and career day and advocating and spreading a college-going culture for 9th and 10th graders. Additionally, those students in our Pre-Law program take a four sequence of study, learning the skills and ideas necessary for post-secondary careers in law. Moreover, we encourage all eligible students to take College Now courses at City Tech or enroll in our AP courses. In 2014, over 50% of our graduating seniors enrolled in a 2 or 4 year college.

We have had the most success in DSDTE Statement of Practice 4.3: Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students. While we received a Developing for this practice in October 2013, I feel we have made huge strides in addressing this indicator. In most classes, this school year, teachers are utilizing varied strategies to address students learning styles and needs thus providing multiple entry points and a scaffolded approach.

15K519 School Information Sheet

School Configuration (2014-15)			
Grade Configuration	09,10,11,12	Total Enrollment	598
SIG Recipient		N/A	
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A
# Self-Contained English as a Second Language		N/A	
Types and Number of Special Education Classes (2014-15)			
# Special Classes	18	# SETSS	5
# Integrated Collaborative Teaching		21	
Types and Number of Special Classes (2014-15)			
# Visual Arts	5	# Music	N/A
# Drama		N/A	
# Foreign Language	6	# Dance	N/A
# CTE		N/A	
School Composition (2013-14)			
% Title I Population	81.3%	% Attendance Rate	84.2%
% Free Lunch	82.7%	% Reduced Lunch	6.0%
% Limited English Proficient	7.5%	% Students with Disabilities	22.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.5%	% Black or African American	68.7%
% Hispanic or Latino	22.1%	% Asian or Native Hawaiian/Pacific Islander	4.7%
% White	3.2%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	6
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)	8.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	10.14
Student Performance for Elementary and Middle Schools (2013-14)			
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 (2012-13)			
ELA Performance at levels 3 & 4	60.0%	Mathematics Performance at levels 3 & 4	50.0%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	83.0%	% of 2nd year students who earned 10+ credits	68.9%
% of 3rd year students who earned 10+ credits	71.2%	4 Year Graduation Rate	72.7%
6 Year Graduation Rate	76.6%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing	X	Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		

Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		

Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
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	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	D
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

For SOP 3.2 we received an effective rating. The DTSDE reviewers found that we have provided professional development (PD) and planning time to enable teachers to implement curricula and unit plans that support the CCLS. We provide a continuum of support for developing curricula through ongoing PD and grade- and subject-level planning sessions that include teachers, teacher leaders, school leaders, consultants, and coaches from the district. We have a comprehensive PD plan, which includes institutes, conference days, Monday afternoons and collaborative teacher meetings to develop curricula to support CCLS. This year we are utilizing our Tuesday sessions for grade level meetings, common planning, and inquiry meetings that have already yielded improvements in our curriculum. We also provide PD sessions for coaches, consultants and lead teachers that focus on developing unit and lesson plans. Consultants in mathematics and literacy provide teachers with PD on understanding lesson design and the CCLS instructional shifts. According to documents reviewed by the IIT, school leaders regularly review curricula and provide feedback to staff regarding CCLS alignment. The principal., network point person, lead teachers and consultants attend grade-level and vertical-grade planning meetings and conduct walk-throughs and informal observations regularly to gauge the implementation of CCLS curricula for all students. We also submit our units and PBA’s to the network to receive feedback on key criteria. Unit and lesson plans for mathematics and English language arts incorporate prompts from Engage NY materials. This year, we are utilizing the entire Engage NY modules for our 9th and 10th grades. These comprehensive and strategic efforts, such as professional development sessions, conference days, and collaborative teacher meetings, result in teachers using curricula that reflects the CCLS and enable students to access curricula that prepares them to be college and career ready. We still need to work on

developing units and lesson plans that provide ample and appropriate differentiated supports and scaffolds. To that end, this year the following instructional focus has been collaboratively established: At the Cobble Hill School of American Studies, teachers use a variety of pedagogical strategies to ensure students' needs are met while students engage in meaningful, rigorous instruction that fosters higher levels of student achievement.

Our professional development plan reflects the emphasis we are placing on differentiated instruction and multiple points of entry. We expect that lesson plans will reflect this schoolwide by the end of the year.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To improve student achievement through high expectations and rigorous tasks in Math, Science, Social Studies and ELA, so that by August 2015, all at risk students (ELLs, SWD's, overage students) will demonstrate at least one level of growth in literacy and math targeted standards as evidenced by gap analysis rubrics.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teachers will hold Common Planning time, and regular department meetings to discuss effective teaching practices and engage in a cycle of lesson study	All	September – June 2015	Principal
All students will engage in Literacy and Math tasks aligned to common core and NYC DOE identified power strands in the common core. Inquiry time will be utilized to identify gaps in knowledge and skills and strategies will be devised to be shared and utilized throughout the school to address deficiencies.	9 th and 10 th grade students, especially ELLs, and students in the lowest third	Fall 2014 and Spring 2015	Assistant Principal
Accelerated classes will be available in 9th and 10th grades to advanced students so they will be eligible for AP English Language and Composition and AP English Literature and Composition, AP World History and AP US History in their junior and senior years. AP skills class developed for 11 th grade US and AP language composition students	10 th grade students	September – June 2015	AP coordinator, AP teachers, and guidance counselors
ELL's and SWD's: Teachers of ELLs and SWDs and the AP will align the curriculum to match the ELA standards for general education students. Special Education ELA teacher(s) will be included in all department meetings and professional development sessions	9 th and 10 th grade students	September – June 2015	Principal
Students will be given the opportunity to attend after school and during school blended learning targeted credit intervention programs to help them pass regents, make up failed classes, and master content throughout the semester for their regularly scheduled classes via after-school tutoring. Teachers will utilize the academic intervention form for	At risk students and students in	October – June 2015	Assistant Principal

this purpose. Common planning teams, PPT teams and SIT teams will discuss the progress of these students.	the lowest third		
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- The expertise of educational consultants
- Flexibility in lead teacher programming
- AVID professional development and AVID elective class for all students
- Teacher participation in Network PBA study group
- Teacher participation in network lab site intervisitations
- Use of PD time for professional learning, inquiry, common planning and grade level meetings
- Staffing for afterschool program
- Use of common core aligned instructional resources and curriculum

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

1. Graduating students scoring a 75 or more on the ELA Regents will increase from 39% to 50% - Benchmark – January 30, 2015
2. All 9th and 10th grade teachers will utilize gap analysis protocols to identify trends in Student strengths and weaknesses on key common core standards (once in the fall and once in the spring), especially in Math and ELA
3. Graduating students scoring an 80 or more on a Mathematics Regents will increase from 17% to 25% Benchmark – February 2015
4. 50% of SWD’s will show growth in effectively constructing meaning from complex texts by utilizing annotating strategies and lifting evidence from text to support their ideas as evidenced by gap analysis rubrics.
6. The percentage of students achieving in college preparatory courses will increase from 26% to 33% (over the city average) – Check enrollment of students in college now courses for Fall and Spring
7. 20% of students in the 11th and 12th grades will take an Advanced Placement course in 2014-15
8. All at risk students will be provided with academic intervention as needed during the 2014-15 school year
9. All special educators will participate in targeted professional development
10. All 9th grade students will utilize Classroom Inc. modules
11. Student work will be assessed on a weekly basis.

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

According to our DTSDE review conducted last October, reviewers noted that “there is an overall sense of community in the school among all stakeholders as exemplified in the school’s mission to support students’ emotional health.” We have created a system where our guidance counselors loop with students over the course of their four years of high school and as a result get to know the students and their families very well. As a result they inform teachers of non-academic issues affecting students’ academic performance. We have also established clear, school-wide and consistent expectations for the behavior and safety of students (such as the use of late logs, bathroom logs, hallway monitors, norms for classroom behavior encapsulated also by the use of the Ladder of Referral. On the most recent Learning Environment Survey, 92% of students report they feel safe in the building. Overall, students tell us that they feel comfortable speaking with teachers and guidance counselors, that the staff believe in students, and that staff are willing to give up their free time to help students. As an AVID (Advancement via Individual Determination school), all of our students take an AVID elective every semester. In this elective students learn strategies for collaboration, organization, reading, writing and inquiry. It also serves an advisory, helping meet students’ emotional needs and exploring post-secondary opportunities. Guidance counselors meet together weekly to discuss student attendance, review outreach, and ensure effective communication and push into grade level meetings to discuss individual students’ academic, attendance, and socio-emotional needs. School leaders, guidance counselors, and the deans keep records regarding students with behavior issues, including anecdotal accounts, daily progress reports, and

conduct sheets. Guidance counselors meet with a member of the school leadership team to review caseloads student-by-student. In bi-monthly meetings teachers refer concerns regarding a student’s conduct to guidance counselors, who respond by coordinating an action plan to address the student’s needs Partnership with Children (PC) program (our CBO) targets students with a history of chronic absenteeism in middle school, providing counseling to students with behavioral issues and social and emotional needs; reaching out to families; and conducting home visits, if necessary. The protocols we have in place to nurture positive social and emotional behaviors fosters a safe, friendly environment conducive to learning. This year we wish to work on increasing teacher tools for getting to know the students well so that instructional opportunities can be maximized. This includes training in PBIS, especially for teachers of our youngest and most-at risk students, as well as classroom management professional learning.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

To maintain and refine a culture of trust and positive attitudes that support the academic and personal growth of students and adults through the implementation of school wide AVID (advancement via individual determination) and a guided discipline approach (a restorative rather than punitive approach to discipline).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1. All 9 th , 10 th and 11 th grade students are scheduled for 4 advisory period every week (via AVID elective). Advisories and activities will focus on identity building, study skills, goal setting, conflict resolution and career exploration	All students	September 2014– June 2015	AVID coordinator
Students will participate in team building activities and trips (October college trips, Advisory trip to Floyd Bennet Field, College Fair, Spring Career Day, Cultural Day, Peer Leader presentations, Peer Leader assemblies, team Building Trip in May to Camp Becket, AVID tutorials, Historical Trips	9-11 th grades	October 2014-May 2015	Assistant Principal
Guidance counselors, College advisor and Spark counselor conduct parent meetings	Parents and guardians	4 times a year	Guidance Counselors
ELL coordinator and teacher provides targeted interventions, tutoring , advisory and parent activities (LAP, Title III, Title III Immigrant grant etc).	ELLs	October – June 2015	ELL coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

5. Title I Priority/ Focus SWP and TL Fair Student Funding money will be used to support building activities and trips, and parent involvement as well as teacher/advisor planning time.
6. Blueprint for School Improvement funding will be used for expansion of College Summit and Avid across grade levels.
7. Title III will be used for targeted interventions for an After School Program: 1 teacher X 5 hrs per week X 21 weeks for a total of 105 hrs

We will hire a summer school Guidance counselor to ensure that students are meeting graduation requirements, outreach to students with attendance issues, and support students through action plans to help them stay on track. Also, in support of the Summer Bridge program that assists with AVID and the AVID framework for college readiness

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	x	Title I Basic		Title I 1003(a)		Title IIA	x	Title III		P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.
5. 85% of our students in each cohort will earn 10 plus credits or more with 6 in core subject areas in order to be promoted
6. 80% of students in our lowest third will earn 10 credits or more with 6 in core subject areas in order to be promoted
7. Our school-wide attendance rate will increase from 83.7% to 87%'
8. At-risk students will receive timely interventions including counseling supports, initial referrals, reevaluations, mentoring, mediation, daily conduct sheets, tutoring, credit intervention (during the day and after-school) etc
9. 75% of our 9th graders will participate in one or more extracurricular activities
10. 80% of our 9th grade parents/ guardians will attend one meeting or more during the 2014-15 school year
- 100% Ells will engage in at least one intervention activity

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	D
4.4	Teachers create a safe environment that is responsive to students' varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	D

Part 1b. Needs/Areas for Improvement:

- Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Lead teachers and consultants provide guidance to staff on instructional strategies to improve practice. A lesson plan template is available for teachers on our school's website and that staff is required to use the template for unit plan development. The elements of the lesson plan template require embedding pre- and post-assessments and accommodations for differentiation. Although we attempt to target the needs of all students, including struggling students, lesson plans and instructional practices do not always consistently provide all students with access to rigorous curricula that support CCLS. We have made strides in this area by adopting the Engage NY Modules for ELA in 9th and 10th grade. Teachers use transition cues to assist students moving from the "do now" to the mini lesson. We also include multiple entry points in a majority of lessons and activities, including scaffolds such as modeling, graphic organizers, guiding questions, etc, online programs used during school and at home, worksheets, board work, hands-on experiments and science labs. Students engage in discussion and student-to-student collaboration is evident in most. This year, we are working on using formative assessments to inform our differentiated supports for groups and individual students so that we maximize access to rigorous instruction for all students.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Strengthen teacher pedagogy in ICT and self-contained classes to embed strategies on school's belief about how students learn best and increase the level of questioning and student discussion so that work

products reflect higher levels of processing skills.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teachers will engage in varied and differentiated professional development opportunities in order to create curricula, including units, lesson and tasks that are challenging, differentiated and extend student thinking	All teachers and especially ICT partners	September 2014– June 2015	Principal and PD committee
Through inquiry, teachers will identify gaps in student skills, as per the common core standards, and revise learning opportunities for students to learn and master necessary skills.	All teachers	October 2014-May 2015	Principal and Assistant Principals and Lead teacher
Teachers will participate in students’ annual reviews and share student work to identify strength and weaknesses and add meaningful input into the IEP as well as monitor student’s IEP goals to report progress	ISS teachers and their partners	September 2014-June 2015	Principal and Assistant Principal
Students will be identified to participate in our school wide credit intervention program, Regents preparatory classes, expanded learning time activities etc.	Students at risk	November 2014- June 2015	Assistant Principals and school counselors

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy	Title I Basic	Title I 1003(a)	Title IIA	Title III	P/F Set-aside	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.							
5.	Tax Levy, Priority Focus, Blueprint for School Improvement and Title III funding will support PM School, after-school tutoring, Spring Intensive, PD opportunities for teachers and curriculum in ELA and Math:						
6.	Teachers will meet twice a week in common planning sessions						
7.	Daily After School Tutoring: 7 Teachers X 2 hours per week X 21 Weeks for 294 hrs total						
8.	All 9 th and 10 th grade teachers engaged in daily common planning						
9.	Educational consults and network staff will work with teachers on a weekly basis – Math Educational Consultant 30 days SS Educational Consultant 30 days per day Literacy Educational Consultant 30 days per year; XIMP Mathematics program \$ 10,000						
10.	1 AP X 110 Hrs for a total of 110 hrs1 School Aide X 55 days X 2 hrs per day for a total of 110 hrs						
11.	After School Credit Accumulation/make up credit: 2 Teachers X 4 hrs X 33 for a total of 264 hrs						

- 12. Literacy Consultant and AP 15 days
 - 13. Spring Intensive: 5 teachers X 6 hrs X 9n days for a total of 270 hours
- Professional development for teachers on Universal Design for Learning and close reading in support CCLS for 5 Teachers in the summer. Summer per session 5 days-6 hours including the materials/professional literature/readings for the session, as well as chart paper, copy paper and other supplies

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 3. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
 - 4. Specify a timeframe for mid-point progress monitoring activities.
1. The percentage of SWD's graduating with Regents Diplomas will increase by 10%
 2. 75% of the time, ICT teachers will plan for and provide differentiated supports for individual students, based on formative and summative assessment data
 3. 75% of students will show growth in select reading, writing and mathematics standards
 4. Academic Intervention forms will show evidence of students strength and weaknesses and interventions to be put in place to help students achieve mastery.
 5. 25% of SWD's in 2015 cohort will graduate with a Regents rather than a local diploma
 6. All IEP meetings will take place in a timely fashion and include a review and analysis of student work to better inform students accommodations and placement
 7. 85% of students in PM school and other extended learning opportunities will earn 10 credits or more at the end of the 2015 school year

Part 6b. Complete in February 2015.

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

	Tenet 2 Statement of Practice (SOP) Addressed	HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We allocate resources to promote and support the academic achievement of students. We identify strong student teachers in the school who become potential candidates for full-time teaching positions. We have advanced placement courses for high performing students and programmed academic intervention services (AIS) and a credit recovery program for low performing students. In the 2013-2014 school year, 83% of 9th grade students earned at least 10 credits for the year, a good indicator for sustained success in high school. We have an afterschool academic program, Saturday School, and a Spring Intensive program for students. Our after-school programs help prepare students for the college admission process and provide credit recovery to enable students to stay on track to graduate. We also provide support services for English language learners during the afterschool program to keep students on the path toward college readiness and we have two English as second language (ESL) teachers to work with small groups of students in the program. We have been consistently proactive in devoting resources to areas of need, allowing the school to support student achievement.

Multiple structures are in place to address the academic and social needs of students to achieve school-wide goals on an ongoing basis. We increase teacher capacity to ensure improved instructional strategies and delivery through job-embedded professional development provided by educational consultants who work with

teachers on lesson plan development, instructional best practices, and implementation of the Common Core Instructional shifts. Gap and item analysis data from student assessments are used at data meetings to inform teacher improvement strategies and monitor the areas targeted for improvement with the educational consultants providing teacher assistance. In cyclical inquiry teams, teachers assess the quality of students' work through reviews of homework assignments, organization of course content notes, student understanding of specific course content, and quiz grades during advisory periods, and teachers inform counselors of the results to ensure prompt intervention supports are provided to identified students. Common planning meetings and grade level meetings focus on student work and provide support across grade levels. School leaders conduct formal and informal observations and walkthroughs of classrooms to assess instructional practices, and we provide timely feedback, electronically and through informal conversations. Teachers also engage in instructional rounds, Labsite Intervisitations, and conduct their own labsite on questioning and discussion strategies for our network schools.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

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

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
8. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 9. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 10. Strategies to increase parent involvement and engagement 11. Activities that address the Capacity Framework element of Trust			
Participate in teacher workshops and labsite intervisitations through Central and CFN 112	Untenured or new teachers	October 2014-June 2105	Principal
Become a labsite school for CFN 112 in order to refine and share best instructional strategies	All teachers	Fall Spring 2014-2015	Principal and teachers
Principal, assistant principal, lead teachers, teachers, coaches will utilize Advance to identify schoolwide trends and leverage professional development and coaching to assist teachers in making growth in areas of weakness	All teachers	August 2014-June 2015	Administrators, PD committee, lead teacher
Provide feedback in a timely fashion either in writing or verbally after every observation. Consultants and APs will provide support to teachers on a weekly basis by department based on recommendations and teacher created goals	All teachers	September 2014-June 2015	Principal and Assistant Principals

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
1.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
2.	Specify a timeframe for mid-point progress monitoring activities.			
3.	All teachers will receive a minimum of 4 observations with feedback throughout the year, by June 2015			
4.	All teachers who received an ineffective rating in the 2013-2014 school year, have collaborated to establish teacher improvement plans and are receiving coaching			
5.	Various teachers have been selected to attend CFN 112 labsite professional development to support areas of weakness. Labsites are aligned to the Danielson Framework			
6.	All teachers who choose Observation Cycle 1 will complete a pre-observation form prior to the pre-observation conference and reflect on planning practices during the post-observation conference			
7.	Leadership meetings are held on a weekly basis with APs, consultants and lead teachers to debrief instructional trends and plan activities to foster growth. Feedback (written or verbal) is provided to all teachers within one week of observation.			
8.	Lead teachers assigned to coach select teachers keep notes and provide feedback, coaching and modeling. Administrators monitor the work of the lead teachers and the educational consultants through conversations, weekly leadership meetings and checking logs			
All teachers will participate in initial, mid-year, and end-of- year conversations during the 2014-15 school year,				
Part 6b. Complete in February 2015.				
1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.	E
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	E

Part 1b. Needs/Areas for Improvement:

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success, encourages, and empowers families to understand and use data to advocate for appropriate support services for their children.

We disseminate the following to parents: progress reports sent out twice per marking period, parent newsletters, and parent meeting agendas. The staff also conducts parent workshops, including sessions on understanding student data and sessions on the requirements students need to graduate. Our school website translated into a variety of languages also makes data accessible to parents. We utilize Skedula to share information on attendance, grades, and student participation. We communicate information to parents about students being on track to graduate high school college- and career-ready during parent workshops, breakfasts, and evening and weekend events. Additionally, we utilize the NYCDOE’s “Expect Success” packets, which are available in 11 different languages and providing online data accessible to parents in 26 languages. Multiple events and varied communication modalities empower families to understand and use data to advocate for appropriate support services for their children.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Establish a culture for learning that communicates high expectations to staff, students, and families

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 10. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 11. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 12. Strategies to increase parent involvement and engagement 13. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Enhance opportunities for parents to learn more about college and career readiness (college trips, Financial Aid Night, College Fair, Career Day along with College Trips)	10-12 th grade parents	Throughout the year	Assistant Principal and College Counselor
Utilize school website to make daily announcements, post important resources, and school calendar. Website translates information in over 30 languages	All stakeholders	August 2014 – August 2015	Assistant principal
Conduct Freshmen Orientation and Summer Bridge program	9 th grade parents	Summer 2015	Assistant Principal
Implement Datacation school wide so that parents can have timely access to students' assignments, grades, attendance and direct email with teachers	All parents	Sept 2014- June 2015	Assistant Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Title I Priority Focus will be used to provide parent engagement activities. This will take place with the use of an outside CBO/Partnership With Children.
 Title I Priority Focus will be used to provide funds to support positive behavior and student attendance through a variety of activities/educational visits/trips.
 Title I Priority/Focus will be used to purchase Skedula. Skedula's linked systems will empower our administration, teachers, parents, and students by making it easy to view, analyze, and/or cross-reference data. It will help our school to actively assess new needs, address performance gaps, increase transparency, and promote academic success.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.
3. Increased Parental Involvement in School Activities and School Decision Making by 20%
4. All parents will receive resources at least twice a semester
5. Student Government will present at PTA meetings and conduct activities and events to involve families at least 3 times a year
6. 80% of 11 and 12th grade parents will participate in at least one college activity in the 2014-15 school year
7. 50% of parents/guardians will attend at least one event during the school year
8. 40% of incoming Freshmen will participate in the Bridge program

Part 6b. Complete in **February 2015.**

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)
(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	Students scoring less than a 3 on 8 th grade ELA test	Classroom Inc, Writing Matters, ELA Modules, ESL classes and LAB	Small group, tutoring, 9 th grade elective	During and after school
Mathematics	Students scoring less than a 3 on 8 th grade Math test	90 minute 9 th grade Algebra classes, Meaningful Math, Engage NY Modules	Small group tutoring, during math blocks	During day and after school
Science	9 th grade students	AVID close reading strategies, literacy strategies and organizational strategies, Enrichment classes, Regents prep classes, Castle Learning, Aventa	AVID elective classes	During the day and afterschool
Social Studies	Students who have failed Global or US History Regents	Social Studies tutoring on Saturday and after school – Castle Learning, Regents Prep.org	Small group tutoring	Afterschool and Saturdays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students with chronically poor attendance from middle schools and students at risk	Classroom presentations, group counseling and one to one counseling. At Risk group counseling and individual counseling as preventative measures prior to initial referrals. SAPIS counselor handles substance abuse prevention via group counseling and individual counseling. We also offer condom availability program. Mental health referrals to Good Shepherd Services and St. Christopher Otille: Center For Family Life. Holistic Adolescent Referrals to the Door One-on-one and small group counseling – Partnership with Children	Small group, one-to-one	During and after school

15K519 School Information Sheet Key

School Configuration (2014-15)			
Grade Configuration	09,10, 11,12	Total Enrollment	598 SIG Recipient
Types and Number of English Language Learner Classes (2014-15)			
# Transitional Bilingual	N/A	# Dual Language	N/A # Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)			
# Special Classes	18	# SETSS	5 # Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)			
# Visual Arts	5	# Music	N/A # Drama
# Foreign Language	6	# Dance	N/A # CTE
School Composition (2013-14)			
% Title I Population	81.3%	% Attendance Rate	84.2%
% Free Lunch	82.7%	% Reduced Lunch	6.0%
% Limited English Proficient	7.5%	% Students with Disabilities	22.8%
Racial/Ethnic Origin (2013-14)			
% American Indian or Alaska Native	0.5%	% Black or African American	68.7%
% Hispanic or Latino	22.1%	% Asian or Native Hawaiian/Pacific Islander	4.7%
% White	3.2%	% Multi-Racial	N/A
Personnel (2014-15)			
Years Principal Assigned to School (2014-15)	4.17	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	6
Personnel (2013-14)			
% of Teachers with No Valid Teaching Certificate (2013-14)	2.6%	% Teaching Out of Certification (2013-14)	8.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	10.14
Student Performance for Elementary and Middle Schools (2013-14)			
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 (2012-13)			
ELA Performance at levels 3 & 4	60.0%	Mathematics Performance at levels 3 & 4	50.0%
Credit Accumulation High Schools Only (2013-14)			
% of 1st year students who earned 10+ credits	83.0%	% of 2nd year students who earned 10+ credits	68.9%
% of 3rd year students who earned 10+ credits	71.2%	4 Year Graduation Rate	72.7%
6 Year Graduation Rate	76.6%		
Overall NYSED Accountability Status (2014-15)			
Reward		Recognition	
In Good Standing	X	Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
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	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		

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6 Year Graduation Rate	76.6%		
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Reward		Recognition	
In Good Standing	X	Local Assistance Plan	
Focus District	X	Focus School Identified by a Focus District	
Priority School			
Accountability Status – Elementary and Middle Schools			
Met Adequate Yearly Progress (AYP) in ELA (2012-13)			
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 (2012-13)			
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 (2012-13)			
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 (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)			
American Indian or Alaska Native	N/A	Black or African American	YES
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	YES		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)			
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	YES	Limited English Proficient	N/A
Economically Disadvantaged	YES		

Section 7: Title I Program Information

Directions:

3. All schools must indicate their Title I status in Part 1
4. All elements of the *All Title I Schools* section must be completed in Part 2
5. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
6. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
7. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
8. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an “X” your school’s Title I Status.

X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

Action Plan

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

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

Lead teachers also provide mentoring and support to new teachers

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

2b. High Quality and Ongoing Professional Development

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

Our professional development plan includes:

CFN 112 5 day summer institute on Implementing the Common Core

CFN 112 Labsite Intervisitations and Study groups aligned to Danielson Rubric

AVID Critical Reading, Implementation and Tutorial Professional Development

Weekly Coaching by Educational Consultants

Monday and Tuesday professional learning (lesson study, intervisitations, etc)

CFN 112 guidance trainings

OSYD training on Bullying – From Bystander to Allies

QTEL training

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	\$ 117,842		p.12, p. 18, p.22, p.24
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	p. 16, p. 18, p. 22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$ 3,019,992	X	p. 12, p. 18, p. 22

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Cobble Hill School of American Studies

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Cobble Hill School of American Studies]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The 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 the school community. **[Cobble Hill School of American Studies]** will support parents and families of Title I students by:

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

other members of the school community;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation

services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;

- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>30</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 2
of content area teachers: 0

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: PART B: Direct Instruction Supplemental Program Information

The Cobble Hill School of American Studies (K519) currently serves 48 English Language Learners (ELLs) through a combination of freestanding ESL, after school Academic Writing/Skills Class, extended day/Saturday School Creative Writing/Informational Writing Enrichment classes, and extracurricular arts/civics enrichment events.

Our Title III Instructional program will address three goals:

1. Academic Writing/Skills class to support our ELLs in gaining common core literacy skills in their content area classes resulting in increased credit accumulation
2. Enrichment Literacy Class for ELLs (Creative Writing/Informational Writing) targeted for students that need to pass the English Regents this year for graduation
3. Interdisciplinary Arts and Civics Skills Enrichment that involve both students and their families.

To address our first goal, we have chosen to make the after school Academic Writing/Skills class available to our students to assist them in gaining the skills necessary to interact with content rich/text heavy classwork. This time will be used to find alternate resources and texts that provide multiple points of entry, as well as direct instruction to make content comprehensible. This program will be available to all students (SIFE, Newcomers, Long-term ELLs, Grades 9-12) and required for any student who has received a 75 or below on their report card for that marking period. Students will be identified based on report card grades and teacher recommendation via school based quarterly academic intervention forms and will receive Title III letters.

Materials include teacher generated resources and units of study as well as integrated units from Teaching Matters' Writing Matters program.

This class will pay per session for participating teachers through Title III funds. It will be available Wednesdays and Thursdays beginning September 20, 2014 from 2:45-4:15 pm. It will continue twice a week throughout the spring semester and conclude on June 1, 2014 for a total of 66 sessions x 51.50 x2 = \$6, 800. After school support will be staffed by our ESL teacher/ELL coordinator Ms. Bauso, as well as

Part B: Direct Instruction Supplemental Program Information

by any content area teachers who are asked to participate based on student need. Primary materials used will be through our ESL Resource Library, which includes modified texts and books on content area topics. Title III funds will be used to purchase additional materials including native language books for this resource center (Cambridge University Press, National Geographic). This after school Academic Writing/Skills course will also address vocabulary development through an online platform (Membean).

In December 2014, we will begin our Saturday Academy Literacy Program. Our rationale is that language acquisition and instruction in literacy go hand in hand. Students will be taught to and engage in various common core skills and competencies, including lifting evidence from text to support their ideas, identifying author's voice and engaging in literacy analysis as well as academic vocabulary building. This language and literacy development program for ELLs and Immigrant students will be co-taught by our certified ESL teacher (grade 9) and another ESL-certified instructor (grade 10). Title III funds will be used toward per session for these after school and Saturday sessions. Both teachers will provide instruction for small groups and divide the students by grade level (9th and 10th grade).

Beginning on December 6, the students in this category (targeted from grades 11 and 12) will meet from 10:00 AM until 2:00 PM with a ESL-certified instructor. Sessions will continue to take place on December 13 and 20, 2014 and January 10, 17, and 24, 2015, totaling 20 hours of instruction. There will be a total of ten hour-long sessions that will take place on Wednesdays and Thursdays from 2:45-4:15 between December 3, 2014 and concluding January 22, 2015, totaling 15 hours of instruction. Materials will include past Regents exams, Membean vocabulary software, and teacher-generated materials.

This same sequence of after school/Saturday direct instruction will take place in the spring to prepare the 24 ELLs (grades 9 and 10) to gain the acquisition of important common core skills, such as analysis, using annotation to mark text, vocabulary building, use of graphic organizers, across genres (especially the reading of informational text) will support skills necessary for student success on various Regents exams and or NYSELSAT exams. It will also serve as enrichment since students will learn about various current event topics and issues in depth. Instructors will remain the same, both being ESL-certified. Instruction will take place from 2:45-4:00 on Wednesdays and Thursdays from May 6 to June 11, 2015 (15 hours) and Saturday Academy sessions from 10:00 AM to 2:00 PM on May 9, 16, 23, and 30 and June 6 and 13, 2015 (24 hours). Materials will include modified texts, native language textbooks, and Castle Learning software.

Finally, we believe in the power of arts-based and civics enrichment for ELLs to build schema and community among our ELL student body and their families. All ESL students in the Title III program will attend four events at the Brooklyn Academy of Music, twice during both the fall and spring semester (TBDates). In the fall, students will attend Basetrack Live on Nov.3, 2014 Basetrack Live—developed by Edward Bilous and directed by Seth Bockley—makes its way to the stage, using videos and interviews to tell the story of one group of Marines and their families before, during, and after their deployment in Afghanistan. The web platform is an indispensable tool of citizen journalism, documenting a range of perspectives on the emotional tolls of war. They will also attend Ken Burns's Central Park 5 on December 2nd, 2014 at BAM which tells the story of the five black and Latino teenagers from Harlem who were

Part B: Direct Instruction Supplemental Program Information

wrongly convicted of raping a white woman in New York City's Central Park in 1989. Materials will include schema-building curriculum developed by BAM and modified for ELLs by our ESL teacher, Louise Bauso. These activities support photojournalism and memoir unit developed by Ms. Bauso where students learn to tell their story utilizing various genre (video, short story, photojournalism. It will also support a unit in argumentative writing where students debate the effectiveness of the judicial system. In addition, content-specific support materials will be made available to teachers through an electronic list-serv format or on file in the ELL Resource Library. Additional texts for this library will be purchased with Title III funds, and the library will be housed in the ESL classroom/computer lab. This library will focus on both books on language acquisition strategies as well as lower level content area texts for use during our Title III literacy/writing classes.

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:

PART C: Professional Development

Our principal, Annamata Mule, Educational Consultants, will periodically address content area teachers throughout September and October to review general information on ELLs and language acquisition. This will take place by email, individual meetings during teacher prep periods, teacher workshops, and grade-level meetings on Tuesdays and after school on other days. Beginning in November and continuing throughout the school year, teachers will be provided with strategies to incorporate ELL modifications into lesson plans during these sessions. Some of the topics addressed included college and career preparation, scaffolding and close reading strategies, using assessment to inform instruction. These regular meetings compose the majority of teacher professional development in teaching English Language Learners, unless the teacher decides to participate in one of the trainings offered by the New York City Department of Education.

During these meetings, curriculum and resources are discussed with content area teachers working with ELLs. Our ESL teacher either provides additional resources for ELLs or commits to finding them for student use. A variety of suggestions of ESL modifications are made to content area teachers, and often our ESL teacher, principal, Educational Consultants, and network support specialists will outline and model a QTEL (Quality Teaching to English Learners) task or AVID literacy strategies that would be appropriate for the curriculum. Teachers often discuss specific concerns they have with ELL students in their classrooms. The following sessions are provided to teachers of ELLs, including the Title III teachers:

Dates, Times, Topic and Provider

Monday, September 29, 2014 (2:40-4:00 pm) Assessment and student success in a differentiated classroom for ELLs, provider Anna Maria Mule' (principal) - whole faculty

Part C: Professional Development

Monday, November 3, 2014 (2:40-4:00 pm) Socratic Seminar and reaching Consensus for ELLs, providers: Rachel Montagano and Maria Moccia (teachers) - whole faculty
Monday, December 8, 2014 (2:40-4:00 pm) Strategies for Quality Instruction for English Learners - Anna Maria Mule' (Principal) Whole Faculty
Monday, December 15, 2014 (2:40-4:00 pm) QTEL - "Are Laws Silent in Times of War:The Case of Korematsu v. United States (1944) - Annamaria Mule

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:

In accordance with the 4 pillars, we believe that parent engagement is of vital importance for the continued academic success of our students.

In general, our ELL parents are involved with and supportive of their child's education. They are readily available by phone. We hold parent workshops on Saturdays and during evenings to make parents of ELLs aware of resources available throughout New York City, including libraries, free English classes, and continuing education opportunities offered though the Department of Education, college and career awareness, and college application process.

Art Cultural Activities for Students and parents will take place on November 3 and December 2. Parent workshops College Awareness for Parents of ELLs, Demystifying the College Application Process for Parents of ELLs), Communicating with Students, Common Core Standards (ELA), Common Core Standards (Math), Common Core Standards, (literacy); Utilizing Skedula effectively (evening 5:30 to 7:00 pm - October 8 (9 am to 10:30 am) and 5:30-7:00 am), October 25th (AM), January 14 (Financial Aid Workshop for Parents of ELLs: 10 am to 11:30 am (Ms. Warren, college Advisor) February 11 (AVID for ELLs), March 11 (Partnership with Children - Communicating with your Teens as a parent of an ELL (5:30-7:00 pm). Translation will be provided by school staff (Ms. Warren, college advisor, Ms. Janvier and Ms. Panagoulas (guidance counselors) and Ms. Bauso (ESL teacher).

Our priority is to create a school environment where parents feel welcome and see the value of creating time to participate in school activities. Parents are always invited to outings on weeknights or weekends (performances, etc), and will be included in our Interdisciplinary Arts/Civics Enrichment outings (See Part B narrative). Parents have an open invitation to attend any fieldtrip the ESL class takes during the school day. Parents are kept abreast of school activities by phone contact or letters from the ESL teachers and guidance counselors. Parent outreach logs are maintained by our ESL teacher and are available to all faculty on our school website.

Part E: Budget

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

Allocation Amount: \$ _____

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

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	585	Total number of ELLs	45	ELLs as share of total student population (%)	7.69%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										26	8	8	3	45
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	26	8	8	3	45

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	30	5	1	10	5	2	5	0	3	45

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
Total	30	5	1	10	5	2	5	0	3	45
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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													

*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	
	ELL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	4	8	1	27
Chinese										4	1	0	1	6
Russian										1	0	0	0	1
Bengali										0	0	0	0	0
Urdu										1	0	0	0	1
Arabic										2	2	0	1	5
Haitian										0	0	0	0	0
French										3	0	0	0	3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1	0	0	2
TOTAL	0	26	8	8	3	45								

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										14	0	4	0	18
Intermediate(I)										8	5	3	0	16
Advanced (A)										5	1	2	3	11
Total	0	27	6	9	3	45								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	5	0	2	0
Integrated Algebra	8	16	5	9
Geometry	0	5	0	0
Algebra 2/Trigonometry	2	0	1	0
Math _____	0	0	0	0
Biology	0	0	0	0
Chemistry	1	0	0	0
Earth Science	1	5	0	0
Living Environment	13	10	1	1
Physics	0	0	0	0
Global History and Geography	4	3	1	2
US History and Government	3	0	2	0
Foreign Language	0	5	0	4
Other _____				
Other _____				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Each semester our ELLs are administered the ELL Periodic Assessment to determine reading skills and the Performance Based Assessment (argumentative essay) to determine writing skills. With data from the ELL Periodic Assessment, we are able to determine trends across classes and give targeted instruction in certain reading and writing skills. In the case of the Performance Based

Assessment, we administer a diagnostic that is scored using a gap analysis. Later in the semester, students are administered a PBA with modified targets in curricula. This is based on Common Core Skills that our students are challenged by according to the initial gap analysis. PBA instruction is based on gap analysis, used consistently across all departments. We are able to assess whether students acquire the skills necessary, and compare them with their native-speaker peers. This enables us to target ELL-specific challenges and content.

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

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

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

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

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

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

4. For each program, answer the following:

- a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

scaffolds on the Periodic Assessment because it would invalidate the assessment.

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

N/A

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

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

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

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

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

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process. This multistep

process ensures the identification, the appropriate placement and educational services for every child in the New York City educational system.

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

Timeline of Events:

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

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned,

and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

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

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

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

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year. Weeks before the NYSESLAT is administered, our ELL Coordinator Louise Bauso writes, translates and distributes an explanation of the test for parents, including the testing schedule. She uses class time for targeted NYSESLAT preparation; although we make it a priority to develop literacy skills throughout the year, explicit test preparation is not a year-round practice in our ESL classroom. Rather, we use one to two weeks to familiarize students with the specific types of questions they will encounter on the NYSESLAT.

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Of our five newly admitted students this year, 20% opted for TBE, 40% opted for DL, and all of these parents rejected a transfer. The remaining 40% opted for an ESL program. Due to the fact that we have students complete the Parent Survey and Program Choice form at the Parent Orientation, all forms are returned and on file.

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

opt for a dual language program or do not return the form. Parent choices are monitored by our ELL Coordinator and the Principal is kept abreast of any trends that would dictate a change in ELL programming at Cobble Hill High School.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - a. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. All ELA teachers that work with ELLs, as well as our ESL teacher, are fully certified. All explicit ESL instruction is delivered in a departmentalized, free-standing model.
 - b. ESL groups are ungraded and primarily homogenous by proficiency level. Due to our large number of Intermediate level students and their broad range of ability, we have divided them into low and high intermediate. Low Intermediate level students are grouped with the Beginning Section for two periods a day, and High Intermediate level students meet for a double period each day. Beginning level students receive a third period of ESL instruction alone, which focuses on skills and content area class support. Advanced ESL students receive one period of ESL each day, in addition to one period of mainstream English classes taught at grade level.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Due to block scheduling, students generally receive more than the mandated minutes of service. Beginning students are mandated to receive 540 minutes of service per week and received 675. Intermediate students are mandated to receive 360 minutes of service per week and received 450. Advanced students are mandated to receive 180 minutes of service per week and received

225, in addition to 225 minutes (5 periods) of ELA instruction per week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

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

e. For the past two years we have had 15-20% of our ELL students reach proficiency on the NYSESLAT. A year of transitional support is available to these students in their continuing participation in the ESL program, but we do not give each child this automatically and instead make a decision on a case-by-case basis through a conversation between our ESL teacher, Assistant Principal, and Guidance Counselor. At this point we have two students opting for transitional support.

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

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

language as well.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

Scheduling flexibility is used in the case of students who are moved to a higher-level class than their NYSESLAT scores would

indicate, based upon in-class performance and the observations of ESL teachers. After reviewing IEP testing modifications, these are applied to classroom instruction at the teachers' discretion (i.e. modified materials, extended time, scribes, modified responses, etc.). Curricular flexibility is apparent in the availability of student choice in assignments and assessments.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

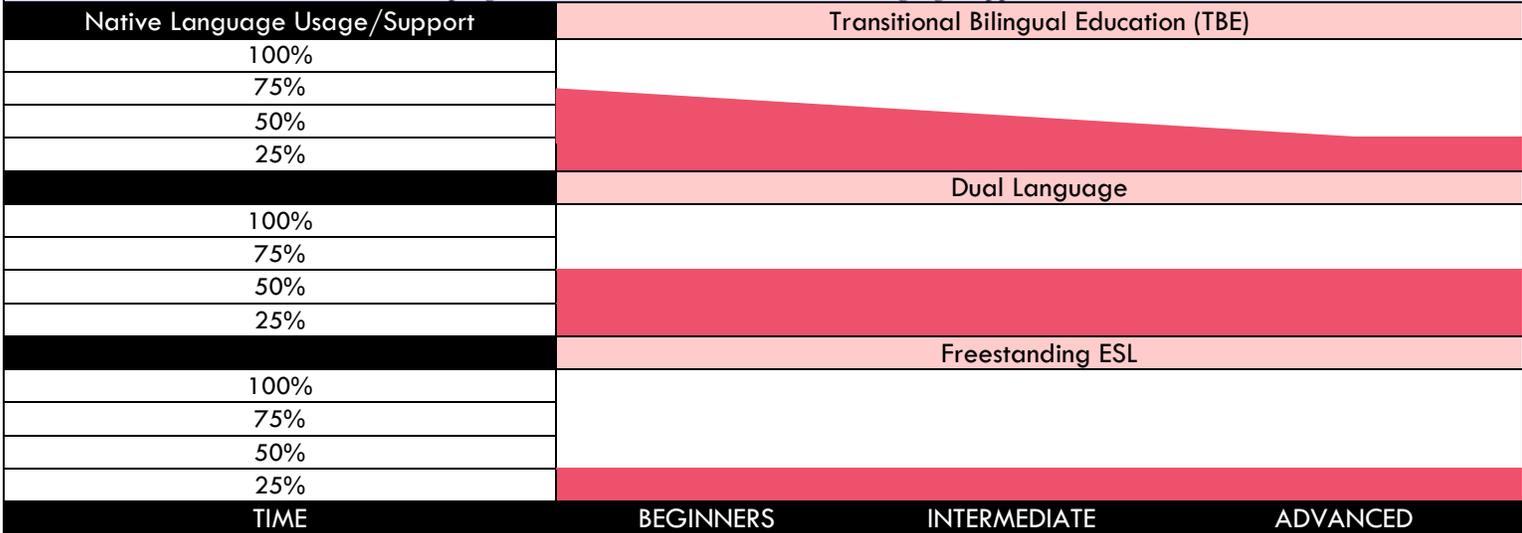
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

In addition, this packet gives information on

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

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

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

In the specific subject areas, interventions include:

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

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

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

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

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

Our students all make Adequate Yearly Progress, and 43% of our students improved in terms of proficiency level on the 2013 NYSESLAT. This is a slight drop from our 2012 NYSESLAT results, when 51% of our students tested (19/37) moved up at least one proficiency level. For each and every student that remains at the same proficiency level, our ELL Coordinator reviews this student's testing history to determine if he/she is on track with standard second language acquisition patterns. Based on research findings, it is not likely for a student to show improvement each year, given acquisition of Cognitive Academic Language Proficiency (CALP)

takes 4-7 years on average.

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

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

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

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

Regents passing rates are as follows:

ELA 2/5 - 40%

Global History 3/7 - 43%

U.S. History 2/3 - 67%

Intergrated Algebra 14/25 - 56%

Geometry 0/5 - 0%

Algebra III/Trig 1/2 - 50%

Living Environment 2/23 - 9%

Earth Science 0/6 - 0%

Chemistry 0/1 - 0%

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

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

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

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

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

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

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

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

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

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

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

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

Instructional Materials for Newcomers

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

Instructional Materials for 4-6 Years of Service

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

Instructional Materials for Long-Term ELLs

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

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

Instructional Materials for Students with Disabilities

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

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

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

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

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Not applicable

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

Workshops taken by our ESL teacher have included:

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

July 2013

- THE REAL DEAL SCENARIOS

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

D. Parental Involvement

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

1. In general, our ELL parents are involved with and supportive of their child's education. They are readily available by phone. However, many of them have difficulty making it to events due to work constraints. This statement could be extended to the majority of the parents at our school.

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

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

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

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

E. Additional Information

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

N/A:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: **_____** Network: **CFN 112**

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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