Department of Education
Carmen Fariña, Chancellor

2014-2015

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

School Name:	**THE COMPUTER SCHOOL**
DBN (*i.e. 01M001*):	**03M245**
Principal:	**HENRY ZYMECK**
Principal Email:	**HZYMECK@SCHOOLS.NYC.GOV**
Superintendent:	**ILENE ALTSCHUL**
Network Leader:	**CRISTINA SOLIS**

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Henry Zymeck	*Principal or Designee	
Erica Butler	*UFT Chapter Leader or Designee	
Michelle Lipkin	*PA/PTA President or Designated Co-President	
n/a	DC 37 Representative, if applicable	
n/a	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
n/a	CBO Representative, if applicable	
Sylvia Jackson-Vasquez	Member/ UFT member	
Josh Weissberg	Member/ UFT Member	
Margaret Reilly	Member/ UFT Member	
Ana Crenovich	Member/ Parent	
Don LaFronz	Member/ Parent	
Debbie Schulman	Member/ Parent, Chairperson	
Ellen Schorr	Member/ Parent	
	Member/	
	Member/	

	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- Use quantitative and/or qualitative data in providing the rationale for each goal.

- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase the overall achievement and progress of students in mathematics, Students will meet or exceed targets for Adjusted Growth Percentile based on the 2015 NYS MathTest (62.3%) and will reach 50% of the school's Peer Range in median growth percentile on the 2015 NYS Mathematics examination, up from 42.3% in 2014.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
According to progress report data for the school, while student performance in math was around the 65th percentile relative to peer schools, only 55.3% achieved levels 3 or 4. Furthermore, in terms of progress, our median adjusted growth percentile made by students in math was at the 42nd percentile of our peer school horizon and at the 49th percentile citywide. We need to identify specific student groups that are underperforming and determine the reasons that led to the underperformance. We also need to identify and address high-leverage curricular components where better alignment with CCLS would result in a measurable change in student progress.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Analysis of NYS mathematics test results by teacher and section for subgroups: highest third, middle third, lowest third 2. Comparison of test results with standards-based report card grades to determine areas where alignment could be improved 3. Administration of diagnostic testing to create leveled groupings 4. Purchasing of IXL math online support for all grades and levels 5. Teachers will effectively utilize technology to promote engagement and to differentiate instruction
B. Key personnel and other resources used to implement each strategy/activity
1. Principal and math teachers; TL funds as needed; in-house PD 2. Principal and math teachers; TL funds as needed; in-house PD; network PD 3. Principal and math teachers; TL funds as needed; 4. Math teaching staff; PA funding will cover costs; 5. All staff; SCANTRON equipment/resources will be acquired to support more frequent summative assessment
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Target subgroups identified at the beginning of the school year will be monitored for progress throughout the year and intervention strategies will implemented as necessary. 2. CCLS-based grading instruments will be recalibrated to ensure that grades are more representative of student progress. 3. Students will demonstrate progress vs. baseline diagnostic assessments and this progress will be reflected in each trimester's standards-based grades. 4. Teachers will monitor how use of new materials has impacted student learning, particularly of target groups. 5. Teachers will demonstrate active and routine use of technology during MoTP observations.
D. Timeline for implementation and completion including start and end dates

1. August 2014-Sept 2015
2. Sept 2014-Oct 2015
3. Sept 2014-Sept 2015
4. Sept 2014-Nov 2015
5. Sept 2014-June 2015

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

1. September PD time for processing state test results
2. Common planning time for teachers
3. Use of Per Diem and Per Session funding to provide additional PD opportunities for math teachers
4. Use of PA grant funding to purchase improved teaching materials and attendance at conferences
5. Use of technology funds and RESO A funding to enhance classroom technology

Strategies to Increase Parental Involvement

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

1. Utilizing our online grade book program (Jupiter Grades) to continually communicate progress.
2. Having a PT conference framework that enables all parents to have access to each of their child's teachers.
3. Utilizing workshops and presentations to familiarize parents with testing, assessment and grading practices and policies.
4. Posting rubrics online and sending home student work regularly.
5. Inviting parents to cultural events and showcases at school, e.g. academic fair.
6. Parent Coordinator weekly newsletter disseminates information that encourages parent involvement and provides resources.
7. Parents are trained on how to use ARIS Parent Link.
8. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing.

Budget and Resource Alignment

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

X	**Tax Levy**		**Title IA**		**Title IIA**		**Title III**		**Set Aside**	**x**	**Grants**

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

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To increase literacy skill development for all students by integrating CCCS literacy standards for social studies and science into planning, teaching and assessment practice. Students will meet or exceed targets for Adjusted Growth Percentile based on the 2015 NYS ELA Test (64.3%), with at least 50% of all students meeting or exceeding State standards, i.e. level 3 or 4 (Up from 48.4% in 2014)

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
After analyzing progress report data for the school, it was determined that while average student proficiency of 2.99 on the NYS ELA exam was at the 69st percentile of our school's peer school group, only 48% of our students met ELA standards and overall student progress was only at the 45th percentile of our peer school group. We need to better align our teaching practices and curricular choices in ELA with the CCLS, and appropriately promote ELA skill development in subjects other than ELA.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Principal and ELA teachers will perform a detailed analysis of the performance and progress made by subgroups of students and identify students and student groups that have made less progress in literacy skill development than their peers 2. Teachers will receive professional development aimed at improving literacy achievement for targeted students within their subjects, e.g. Science and SS classes will develop, teach and assess CCCS-aligned units; writing targets will be identified for instruction and assessment across the curriculum and subject-specific rubrics will be created which reflect the cross-curricular writing targets 3. Data from formative, summative and Performance Series assessment data will be utilized to recalibrate instruction throughout the year 4. Teachers will support the learning of lower-achieving students in heterogeneous class groupings by differentiating instruction 5. Inquiry team meetings will enable teachers to modify lessons, tasks, and assessments in developing a cohesive school-wide assessment framework 6. PPT team will identify students at risk of retention and determine intervention strategies on an individualized basis
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, AP, Academic coordinator and ELA teachers 2. Principal, AP and all teaching staff 3. Principal, AP and all teaching staff 4. All teaching staff; 5. ELA teachers 6. All teaching staff 7. ELA teachers 8. All teaching staff 9. PPT team members, administration

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

1. At the end of each trimester, student performance data relative to CCLS will be examined, and teachers will have identified specific indicators of progress towards attaining a proficiency level gain.
2. Non-ELA teachers will debrief staff and administration regarding their successes and challenges with implementing CCLS literacy standards, and support their conclusions with data from standards-based grades.
3. Teachers will identify successes and challenges by citing instances of how assessment data was used to recalibrate instruction.
4. Teachers will identify successes and challenges in implementing differentiation strategies to support learning by lower third of students
5. Teachers will be observed to have integrated elements of suggested modifications into their lessons.
6. At-risk students will be receiving targeted intervention as the school year proceeds and effectiveness of interventions will be continually assessed and adjusted as necessary.

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

1. Sept 2014-November 2015
2. August 2014-Sept 2015
3. Sept 2014-Oct 2015
4. Sept 2014-Sept 2015
5. Sept 2014-Nov 2015
6. Sept 2014-June 2015

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

1. September PD time for processing state test results
2. Weekly inquiry time and common planning time for teachers to collaboratively process student assessment data
3. Use of Per Diem and Per Session funding to provide additional PD opportunities for math teachers
4. Use of PA grant funding to purchase improved teaching materials and attendance at conferences
5. Use of technology funds and RESO A funding to enhance classroom technology

Strategies to Increase Parental Involvement

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

Historically, parent involvement (as measured by attendance logs at school-wide events and log-ins to online grade book) and parent satisfaction (as measured by parent surveys) are both consistently high. The school will continue to reach out to parents to maximize involvement by:

1. Utilizing our online grade book program (Jupiter Grades) to continually communicate progress.
2. Having a PT conference framework that enables all parents to have access to each of their child's teachers.
3. Utilizing workshops and presentations to familiarize parents with testing, assessment and grading practices and policies.
4. Posting rubrics online and sending home student work regularly.
5. Inviting parents to cultural events and showcases at school, e.g. academic fair.
6. Parent Coordinator weekly newsletter disseminates information that encourages parent involvement and provides resources.
7. Parents are trained on how to use ARIS Parent Link.
8. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing.

Budget and Resource Alignment

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

1. Professional development for all teachers is funded via per session FSF funds and ARRA citywide instructional expectations funding, with funding support from our CFN.
2. After-school programs providing targeted assistance will be paid for by the Parents Association.
3. Curricular resources are funded by OTPS allocations for Textbooks and Supplies.

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To make significant progress towards raising ELA and Math achievement levels of SWDs at our school. Students with IEPs mandating Self-Contained/ICT/SETSS services will meet or exceed aggregate SWD growth targets for ELA (50.8% at 75% growth percentile or higher.) and Math (43.0% at 75% growth percentile of higher.)

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
In alignment with the DOE's Special Education Reform initiative, we have increased the percentage of SE student enrollment and increased the percentage of students receiving ICT service. We need adjust our support framework, including staffing, student grouping, curriculum and scheduling, so that they continue to be aligned with the academic, social and emotional needs of these students. We also needed to assess the needs of each student individually and review their IEPs so that appropriate goals can be established. Finally, we need to implement a monitoring system that ensures that each ICT student is making progress towards achieving these goals. Finally, we need to ensure that all ICT students are fully integrated into the social fabric of the school so that they will be highly motivated to achieve rigorous goals.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Use student test, report card and IEP data to determine optimal ICT groupings 2. Determine best cooperative pairings of GE and SE teachers 3. Create a schedule that meets IEP percentage mandates for ICT students 4. Collaboratively develop and monitor differentiation strategies 5. Purchase resources to support differentiation strategies 6. Provide dedicated time in schedule for IEP development 7. Use PD resources to increase capacity of GE teachers in both ICT and non-ICT settings to accommodate needs of students with IEPs 8. Monitor progress of ICT students over the year and adjust instructional and support strategies as necessary
B. Key personnel and other resources used to implement each strategy/activity
1. Principal, AP, Academic coordinator, SE and GE teachers 2. Principal, AP 3. Principal, AP, academic coordinator, network personnel 4. Principal, AP, academic coordinator, all teachers 5. Principal, AP, academic coordinator, all teachers; TL funds, PA grant funding 6. Principal, AP 7. All staff; TL funds and PA grant funding; CFN PD resources and support personnel 8. All staff;

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Formation of ICT groups will be agreed upon by GE teachers 2. Teacher pairings will be monitored periodically via MoTP framework for quality of cooperation/collaboration 3. A schedule will be in place such that all students will be reflected in SESIS/CAP/ATS as meeting mandates 4. IEP meetings and full-staff meetings will indicate that progress is being made in differentiating for IEP students 5. Resources will be observed to be in place as scheduled 6. Time will be noted in schedule and efficacy of the use of this time will be monitored via conversation with IEP teachers 7. SE teachers and administrators will turnkey PD to GE teachers 8. Progress will be observed and linked to strategies as accurately as possible
D. Timeline for implementation and completion including start and end dates
1. September 2014 2. September 2014-June 2015 3. November 2014 4. End of each trimester: December 2014, March 2015, June 2015 5. September 2014-June 2015 6. September 2014-June 2015 7. September 2014-June 2015 8. End of each trimester: December 2014, March 2015, June 2015
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Dedicated time and student data from IEPs and admissions framework 2. Dedicated time for teachers to cooperative plan and modify learning activities 3. In-house and network resources and personnel 4. Dedicated PD and inquiry time 5. PA and Galaxy funding 6. Administrator collaborative time 7. Network and in-house personnel and resources 8. Dedicated administrative and teacher time; per diem and per session resources as necessary

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Historically, parent involvement (as measured by attendance logs at school-wide events and log-ins to online grade book) and parent satisfaction (as measured by parent surveys) are both consistently high. The school will continue to reach out to parents to maximize involvement by: 1. Reaching out to parents to ensure that they are involved in IEP-related matters 2. Utilizing our online grade book program (Jupiter Grades) to continually communicate progress. 3. Having a PT conference framework that enables all parents to have access to each of their child's teachers. 4. Utilizing workshops and presentations to familiarize parents with testing, assessment and grading practices and policies. 5. Posting rubrics online and sending home student work regularly. 6. Inviting parents to cultural events and showcases at school, e.g. academic fair. 7. Parent Coordinator weekly newsletter disseminates information that encourages parent involvement and provides resources.

8. Parents are trained on how to use ARIS Parent Link.
9. Title I and Title III allocations are used to support students in financial need and to encourage parent involvement for ELLs and families in temporary housing.

Budget and Resource Alignment

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

1. Professional development for all teachers is funded via per session FSF funds and ARRA citywide instructional expectations funding, with funding support from our CFN.
2. After-school programs providing targeted assistance will be paid for by the Parents Association.
3. Curricular resources are funded by OTPS allocations for Textbooks and Supplies.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	Students participate in Writing Center peer tutoring workshops. Students receive SETSS as a mandated or an at-risk service. ELLs receive targeted instruction from licensed ESL teacher; former ELLs are supported at-risk	Small group, and whole group workshops	Students receive SETSS/At-Risk services during the day. Students participate in afterschool workshops offering remediation during Extended Day and Afterschool program. Students participate in small group intervention classes during extended day.
Mathematics	Peer tutoring Homework Help Math support classes	Small group, and whole group workshops	Students participate in small group intervention classes during extended day. Students participate in afterschool workshops offering remediation.
Science	Students identified as at-risk will receive extra support via SETSS teacher, counselors, and small group support in afterschool workshops.	Small group, and whole group workshops	Students receive SETSS/At-Risk services during the day. Students participate in afterschool workshops offering remediation during Extended Day and Afterschool program.
Social Studies	Students identified as at-risk will receive extra support via SETSS teacher, counselors, and small group support in afterschool workshops.	Small group, and whole group workshops	Students receive SETSS/At-Risk services during the day. Students participate in afterschool workshops offering remediation during Extended Day and Afterschool program.
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Students participate in at-risk counseling in both individual and group settings, focusing on issues that impede academic performance and emotional adjustment	Students will receive services either individually or in small groups.	Services will be provided during the school day.

Title I Information Page (TIP)
For Schools Receiving Title I Funding

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP)

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

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

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

In developing the Parent Involvement Policy, 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 Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the Comprehensive Educational Plan, including the implementation of the school's Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team and the Parent Association. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- 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;

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

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams and Parent Association;
- supporting or hosting Family Day events;
- providing useful resources and instructional materials for parents;
- hosting events to support parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a weekly newsletter designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;

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;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;

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 serve to the extent possible on advisory groups;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

District 03	Borough Manhattan	School Number 245
School Name The Computer School		

B. Language Allocation Policy Team Composition ⓘ

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

Principal Henry Zymeck	Assistant Principal Jessica Shalom Greenberg
Coach Pamela Seuling	Coach n/a
ESL Teacher Marsha Noble	Guidance Counselor Erin Hill
Teacher/Subject Area Erica Butler	Parent Jorinda Moorhead
Teacher/Subject Area Katie Furr	Parent Coordinator Sara Sloves
Related Service Provider Patricia Loehrke	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers not 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	2	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers not 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)	415	Total number of ELLs	7	ELLs as share of total student population (%)	1.69%

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☐	No☒	If yes, indicate language(s): 1
Dual language program	Yes☐	No☒	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														
Push-In							1		1					2
Pull-out							1		1					2
Total	0	0	0	0	0	0	2	0	2	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	**Newcomers (ELLs receiving service 0-3 years)**	5	**ELL Students with Disabilities**	3
SIFE	0	**ELLs receiving service 4-6 years**	0	**Long-Term (completed 6+ years)**	2

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	5		1				2		2	7

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	5	0	1	0	0	0	2	0	2	7
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							2		1					3
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian							1							1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2		1					3
TOTAL	0	0	0	0	0	0	5	0	2	0	0	0	0	7

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)							1		1					2
Advanced (A)							4		1					5
Total	0	0	0	0	0	0	5	0	2	0	0	0	0	7

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									1				
	A							5		1				
	P													
READING/ WRITING	B													
	I							1		1				
	A							3						
	P							1		1				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3	1			4
7					0
8	1				1
NYSAA Bilingual (SWD)					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	1		3		1				5
7									0
8	1				1				2
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   We use runnig records based on the TCRWP. These provide information on reading, speaking and writing that are useful in determining the nature of ESL intervention that is required in the general education setting.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

We do not have a pattern because there are only seven students. One student is proficient in speaking, reading and writing, and one student is proficient in listening, reading and writing. One student is proficient in both reading and writng. Another is proficient only in reading and a another is proficient only in speaking. Most of the remaining test scores are advanced.

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

   Since there are only seven students, we can individualize instruction for each student.

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

   a. We do not have a pattern because there are only five students in grade six and two students in grade eight. No students are tested in their native languages.

   b. When administered, we use the results to determine whether students are making progress or are lagging, and adjust our thinking accordingly.

   c. Learning is limited due to the very small number of ELLs we serve.

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 (we are a 6-8 school)

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

   All the teachers are informed which of their students are English language learners. They are given the latest results of the NYSESLAT, so they know each student's strengths and weaknesses.

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 use NYSESLAT results, NYS standardized test results and general school performance, particularly in ELA, to evaluate the success of our program for ELLS.

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.)

   1. Parents of students who are first time admits to the New York City school system are given the Home Language Identification Survey (HLIS) to fill out. A licensed pedagogue makes sure the form is filled out correctly. The survey asks eight questions. The answers to these questions determine if the student needs to be tested to find out if he/she is a second language learner. The parent or gurardian must check that the student speaks another language other than English at least once as an answer to the first four questions and at least twice to questions five through eight. The English as a second language (ESL) teacher determines based on the responses whether the student has a home language other than English. If he/she does, then the ESL teacher administers the LAB-R within the first ten days of school. If the student does not pass the LAB-R, he is designated as an English language learner (ELL). If the preferred language is Spanish, then the student is tested in Spanish using the Spanish version of the Language Assessment Battery (LAB) to determine the student's proficiency. He then receives ESL services unless his parents decide to transfer

him to another program.

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 the beginning of the year, we have a parent orientation meeting for parents of the newly admitted English language learners. The three program choices are explained to the parents by showing them the parent orientation video, which we have in many different languages. If the child speaks one of the languages where there is a Dual Language or Transitional Bilingual program, the ESL teacher makes sure the parents understand their right to transfer their child to another school. So far we have not had any parents request a transfer to another school. Parent Survey forms and Program Selection forms are collected. If newcomers enroll during the year, additional orientation meetings are held.
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].)
   In September, continuation letters are sent to parents of ELLs who have not passed the New York State English as a Second Language Achievement Test (NYSESLAT). The letter states that it is beneficial for the student to stay in the same program they were in last year. In our school, of course, that would be ESL. Parents of students who have passed the NYSESLAT are given a letter informing them that their child is now considered to be proficient in English and therefore is no longer an ESL student.
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.
   The students are immediately placed in ESL programs, because we do not have any other program. At the parent orientation meeting, which is held within the first ten days of school, the parents are informed that if their child's native language is Spanish or Chinese, they have the right to transfer their child to a school which has a bilingual or dual language program. The parent orientation video, which we have in many languages, including Spanish and Chinese, also states that they are entitled to place their child in a bilingual or a dual language program.
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.
   Each year a letter is sent to the students' teachers informing them of the dates and times of the tests. This prevents any scheduling conflicts. A letter is also given to every ELL telling them the dates and times of every test. The four parts of the NYSESLAT are given to each of our ELLs. The day before the test the students are reminded that they are going to have a test the following day. Each subtest is given on a different day. The speaking test is administered to the student individually. The ESL teacher gives the test while another teacher scores it. The remaining three tests, listening, reading and writing, are given on three mornings. The tests are administered early in the two week testing window. This allows us on another day to test any child who is absent on the day of the test. :
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.
   No parent has ever requested that their child be transferred to another 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])?

    The students in sixth and seventh grades are placed in homerooms together. The sixth and seventh grade students who are in the same homeroom attend the same English, social studies, art, science and computer classes. The students are grouped according to grade and ability for math and Spanish. Each grade goes to physical education separately. The eighth grade students attend departmentalized classes only with eighth grade students.

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)?

    Both the push-in and pull-out models of ESL instruction are used to provide the mandated minutes of services. The ESL teacher pushes into social studies and English language arts. If a child is being serviced with the pull-out model, removing the child from a core curriculum subject is avoided.

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.

    All content area instruction is provided in English. The ELLs receive rigorous academic instruction in all their subjects according to New York City and New York State Standards. Teachers access the students' needs and differentiate instruction accordingly. The teachers talk more slowly, use gestures, employ semantic maps, simplify the vocabulary and draw on the students' prior knowledge to make the material comprehensible. Newcomers are encouraged to speak but are not pressured to do so. A single word answer or phrase is accepted for students who have just arrived from another country. The teacher models a longer response.

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

    In the ELA class and the ESL classes the students are actively engaged in developing the four strands of English fluency: listening, speaking, reading and writing. They listen to read-alouds. Shared reading and independent reading are also components of the curriculum. Different genres are read. They draw inferences from texts and predict outcomes. They learn to analyze characters' motives and feelings. They discuss the themes and the author's purpose. Projects include role playing a character from a novel. For intermediate and advanced Ells the uses of metaphors, similes and idioms are taught. Writing is also an important part of the curriculum. The students write for different purposes and audiences.

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

    In the social studies class the teacher uses maps, graphs, charts and pictures to make the content understandable for the ELLs. The ELLs work in groups, with students that are fluent English speakers, to produce projects. This creates an environment for meaningful and purposeful language.

    The science curriculum is based on hands-on learning. The teacher models how to do the experiment. The students then work in groups. This allows the students to be involved in relevant and focused communication. Then they discuss their results and write up their observations.

    In the art class the teacher models the project while students listen and view the project at hand. Through their artistic output the students demonstrate an understanding of the artistic concepts that are being taught. The teacher elicits responds from the students about their work.

As previously mentioned, the students are grouped by grade according to ability in math. The math teacher is therefore able to move each student from his current level of competency towards the achievement of the New York State Math Standards.

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).

6a. There are no SIFE students. If we had any, we would give them extra help in reading, math and any subjects they were struggling with. The teachers would differentiate their lessons so that the student would understand the concepts. They would draw on the students' prior knowledge to help them understand the content. In each subject, the teacher would evaluate the student's strengths and weaknesses. The teacher would then know what the student was capable and ready to learn. If there was another student who spoke the same home language, the students would work together whenever possible. The students would receive extended day tutoring. If counseling was indicated it would be provided.

6b. ELLs who are newcomers (enrolled in United States schools for less than three years) receive extra supports. In addition to ESL instruction, they attend extended day classes. Their subject area teachers are cognizant of their limited English ability and therefore differentiate instruction for them. Spanish and math classes are based on ability. If another student speaks their preferred language, whenever possible he/she would have the support of that student.

6c. For ELLs who have been receiving services for four to six years, we analyze the results of the NYSESLAT, Periodic Assessments and class work to identify the student's strengths and weaknesses. The ESL and the ELA teachers concentrate their instruction on improving the weak areas. Some of these students are also receiving the support of the Special Education Teacher Support Services (SETSS) teacher and the speech teacher. In addition they attend extended day classes.

6d. ELLs who are in NYC schools for six years or more are receiving extra services in addition to ESL. They both receive speech. One is in a self-contained special education class, and the other receives SETSS in a general education class. Extended day tutoring is also provided for these students.

6e. For two years after a student passes the NYSESLAT, he/she is closely monitored by his/her subject area teachers and the ESL teacher to make sure he/she is succeeding. If not, the ESL teacher will give the student extra help. Former ELLs continue to receive support as needed, and all testing accomodations they are entitled to as former ELLs. Students are monitored for any language-based issues related to their academic progress in all areas and accommodated as necessary.

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?
   ELL-SWD students in the school's 12:1 self-contained classes are mainstreamed in accordance with mandates with providing the "least restrictive environment" setting. Small group instruction with content area specialists and SE teacher support is provided in all content areas. SE teachers collaborate with ESL teacher to identify and address language issues by modifying curricular delivery and expectations to meet the language development needs of each individual ESL student, and to address these needs in a way that considers both the child's disability and the ESL developmental continuum. Regarding other students with specific disabilities specified via IEP or 504, the ESL teacher confers regularly with service providers and general ed teachers to ensure that curriculum and assessment is modified as necessary to address and accommodate specific language acquisition issues. 1-7 heretions here:
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   Paste response to question here:

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

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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	

25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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.
   ELLs who are having trouble in ELA, math and other content areas are often paired with a student who speaks their preferred language. They also receive extended-day tutoring.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    We have found that our program serves our very limited population of ELLs very well, with most transitioning out of ESL in accordance with expectations.
11. What new programs or improvements will be considered for the upcoming school year?
    For this year, we are considering purchasing Achieve 3000 software to individualize literacy instruction for our ELLs.
12. What programs/services for ELLs will be discontinued and why?
    At this point, we are not considering discontinuing any programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs participate in all school programs. They go on school trips which include the eighth grade three-day trip to Montauk. They participate in school-wide trips such as ice skating and field day. They join clubs and teams. They perform in the talent show.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    ELLs use all curriculum materials that are available to the other students. They read fiction and non-fiction books, textbooks and original sources. They use hands-on science equipment, math manipulatives and art supplies. They use computer software to support their learning in all areas. For reading and writing purposes, they are given bilingual dictionaries and content area glossaries.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Native language support is provided by making the students feel proud that they are fluent in a language other than English. When appropriate they are paired with another student that speaks their home language. Spanish speakers can improve their Spanish skills because all students take Spanish. They are tested in Spanish to determine the appropriate placement. All non-Spanish ELLs are also required to take Spanish as a foreign language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    All resources and support services are appropriate for the grades and ages of English Language Learners.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    We do not have any programs for newcomers before the beginning of the school year.
18. What language electives are offered to ELLs?
    The only foreign language that is taught in our school is Spanish. Spanish is a required course for all students.
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)?

    n/a

C. Professional Development and Support for School Staff

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

All the teachers receive professional development in second language acquisition and ESL methodology. Understanding language acquisition is presented for ninety minutes. For sixty minutes, they learn about what the student is capable of doing at each stage. The teachers learn the difference between basic interpersonal communicative skills (BICS) and cognitive academic proficiency (CALP). That training takes two hours. Finally, the remaining time is spent on using CALLA strategies in their subject areas. The staff spends three hours on this last topic.

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?

Parents of ELLs are encouraged to participate in a range of activities. They come to Curriculum Night and Open School Conferences. They are aware that they are eligible to join the School Leadership Team. They join the Parents' Association.
The parent coordinator evaluates the needs of the parents through informal discussions and by asking questions on a survey. The informal discussions and the responses to the survey generate which workshops will be held. The parents are interested in understanding the academic and social needs of the students.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M245 **School Name: The Computer School**

Cluster: 1 **Network: 101**

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 utilize data available in ATS and in the permanent record folders of incoming students to determine the primary language spoken by parents. Data is collected from sources such as Home Language Identification Survey and Blue Emergency Contact Cards.

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.

We have utilized DOE resources to support these parents; the needs are addressed on a per-case basis by our parent coordinator.

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.

Staff works collaboratively to determine whether parents require written translation and oral interpretation services. For parents whose home language is Spanish, several staff members and parent coordinator are fluent and provide translation and interpretation services as necessary. We are utilizing an online gradebook product that translates routing communication and report cards into Spanish.

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.

These services will be provided mainly by in-house staff. In the event that services are required for parents speaking languages other than Spanish or Mandarin, Outside contractors would be required.

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.

Through our SLT's initiative to increase parent involvement at all levels, the school is working on strategies to facilitate the flow of information to parents beyond measures currently in place, such as ensuring that each parent has full access to all information and services provided through the DOE main website.