

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: COMMUNITY ACTION SCHOOL
DBN (i.e. 01M001): 03M258
Principal: JOHN CURRY
Principal Email: JCURRY2@SCHOOLS.NYC.GOV
Superintendent: ILENE ALTSCHUL
Network Leader: YUET M. CHU

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
John Curry	*Principal or Designee	
Daniel Brawner	*UFT Chapter Leader or Designee	
Donna Bacchus	*PA/PTA President or Designated Co-President	
Karen Marrero	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Daniel Crugnale	Member/ Parent	
Michelle Alvarado	Member/ Parent	
Lorna Sheuer	Member/ Parent	
Judy Riley	Member/ Parent	
Tom Chickery	Member/ Teacher	
Monica Saladi	Member/ Teacher	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- 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
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	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.

By June 2015, 100% of core subject teachers will have refined and conducted CCLS-aligned units that each culminates in a writing performance tasks. Evaluative rubrics will be updated for clearer expectations and greater alignment to grade level CCLS expectations, across grades, and between academic areas. Planning will focus on improving students' ability to produce quality written pieces, as defined by the Common Core standards.

Comprehensive Needs Assessment

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

Based on our analysis of the 2014 state assessments in addition to school-level local assessments, we determined that CAS needs to strengthen implementation of the CCLS in literacy in: identifying key ideas and themes in both narrative and information texts; identifying the most salient information in passages; citing evidence in the text that can be used in student writing.

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. Instruction in "close reading" techniques that assist students to identify themes and main ideas of a range of texts.
2. Frequent CCLS-based writing tasks in all core subject classes with structured support and clear feedback.

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

1. Coaches in each of the three academic areas will provide whole-group and one-on-one support for staff in the teaching of close reading techniques to students. Their work will be supported by classroom observations by administrators.
2. Teachers in the core academic areas of ELA, social studies and science, together with members of their collaborative team and with the assistance of their peer coach will develop CCLS-based writing tasks. Teachers in all academic areas will work to improve evaluative rubrics for student work

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

1. Evidence of the use of close reading strategies should be apparent in relevant core-subject classes. Peer coaches will monitor progress, and the school administration will review teaching practices through classroom observations, artifact review and conversations with instructional staff.
2. Core subject teachers, utilizing CCLS-aligned rubrics, will evaluate student written products, and will use resulting data to make adjustments in their instructional program.

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

1. October – mid-June for the instructional and evaluative aspects of the program.
2. October – mid-June for the instructional and evaluative aspects of the program.

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

1. Peer instructional coaches will be provided with training in close reading strategies, which they will then turnkey during whole-staff meetings and small group/one-on-one sessions with core subject staff. The school literacy coach will provide in-class support as needed, and will help organize Intervisitations so that staff can share best practices.
2. Core subject staff will work collaboratively, with support of peer coaches, to develop and evaluate written performance tasks. The school administration will organize weekly common prep periods and make available per-session funds for after school planning time. TL and TIF grant will be utilized to help fund salaries for the school's three coaches. TL funds per session / per diem for coverages. TIF and Network coach support provided at no additional cost. Title 1 funds will be used to purchase professional development materials for teaching staff. – 20 copies of Falling in Love with Close Reading by Lehman & Roberts.

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).

Information about the school's work to implement CCLS writing standards will be provided at school events, including Open School Night, Family Conferences, Parent Association Meetings and SLT meetings..

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

This work will be supported by a TIF grant, which is funding one Peer Instructional Coach and two Classroom Demonstration Teacher positions in the school.

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.

By June, 2015, at least 80% of students who are two or more levels below grade level in their literacy skills will have received diagnostic testing and subsequent targeted instruction in reading comprehension, vocabulary development and fluency.

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.

Assessments will be administered at the beginning of the school year to identify students who are one or more grade levels behind in their reading skills. Diagnostic tools include the STAR reading test and the QRI 4.

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. Diagnostic assessments of reading skills, utilizing the QRI4 tool, will be conducted at the beginning of the school year for all sixth grade students, as well as for seventh and eighth grade special education and academically at-risk students.
2. The fulltime Academic Intervention teacher will provide 90 minutes or more of small group and one-on-one targeted instruction to identified at-risk students, utilizing the Great Leaps and Rewards programs, as well as direct instruction in reading comprehension. SETSS and ICT teachers will provide similar interventions for students on their caseloads
3. Trained volunteers from the JCC's volunteer academic intervention volunteer program will provide 90 minutes or more a week of support utilizing Great Leaps and conducting one-on-one reading sessions.
4. Special education staff will conference and provide comprehension instruction during three periods of a week of ELA classes dedicated to independent reading.
5. Ongoing and frequent assessments of students' reading levels will be embedded in the school's independent reading program, utilizing the Accelerated Reading program. Student progress will be closely tracked by a point system and students will be actively guided to books within their "ZPD's."

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

1. The school's SETSS and ICT teachers will conduct diagnostic testing for students on their caseloads. The AIS teacher will conduct the balance of the testing.
2. The AIS teacher will work with at-risk and some students with IEP's, as well as coordinating the intervention work carried out by volunteers from the JCC. The school's SETSS and ICT teachers will provide prescriptive reading instruction for students on their caseloads, when schedules allowed.
3. These Great Leaps services will be provided by volunteers for the JCC's academic intervention program, and will be coordinated by the AIS teacher.
4. SETSS and ICT teachers, as well as the school's AIS instructor will provide conferencing and targeting instruction during independent reading time.
5. The school's ELA teachers will play the central role in overseeing the Accelerated Reader quizzing program, as well as tracking and sharing the results.

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

1. Initial evaluations should be completed by the end of September, with records maintained and accessible. The principal on a periodic basis will review the records.
2. Schedule for intervention work should be prepared and followed by the AIS teacher, and benchmark assessments conducted to track student progress. The principal will review records.
3. A schedule for Great Leaps and other one-on-one intervention sessions will be prepared and followed. The principal will debrief periodically with the AIS teacher, tracking the attendance and caseload of the volunteers, and reviewing written records of the Great Leaps sessions.
4. Conferencing and individual/small group reading intervention should take place during all independent reading periods. The principal and assistant principal will observe the teacher/student interactions during independent reading periods. The principal will review conference logs.
5. Students will complete an online assessment after each book completed and ELA teachers should maintain printouts of individual student and whole-class records. The principal will review records

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

1. September 2014 year through June 2015
2. Summer 2014 through June 2015

- 3. November 2014 through May 2015
 - 4. October 2014 through June 2015
 - 5. October 2014 through June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1. Per-session funds will be provided for the AIS teacher to conduct assessments during the summer. During the regular school year, the school will fund a full-time AIS position using Tax Levy and Title I funds. The school will fund six special education teachers, using additional Tax Levy and Title I funds to support a supplementary special education position.
 - 2. The school will use Tax Levy and Title I funds to support a full-time AIS position.
 - 3. Supervision and training of the JCC academic intervention volunteers will be funded by the CBO. The school-funded AIS teacher will provide on-site supervision.
 - 4. Tax Levy and Title I funds will support the special education and AIS positions.
 - 5. ELA teachers will be funded by Tax Levy and Title I funding. The Accelerated Reader program and STAR reading assessments are funded by a grant from the Carmel Hill Foundation.

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).

Information about the school's academic intervention program will be provided at school events, including Open School Night, Family Conferences, Parent Association Meetings and SLT meetings. School staff will share information to family's about their children's support services and progress at Family Conferences and informally, as needed.

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	x	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.								
Grant from Carmel Hill to pay for Accelerated Reader program.								

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.

Improve ongoing communication with parents regarding their children's academic and social/emotional growth, as well about school curriculum, required student class work and extracurricular school activities by: (1) increasing the number of families accessing our web-based Teacherease grade- and behavior-tracking system by over 100%; and improving the school's website by having all teachers maintain class pages that are updated at least every academic quarter, maintaining a continuously-updated calendar of school events and providing a variety of other resources that help parents be involved in their child's life at the school.

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.

The Community Action School has a high percentage of students who struggle academically and who would benefit from a collaborative system of support involving school staff and families. Also, a substantial number of students come from families with one or more stressors, including economic need and single parents or guardians. We believe that it is the school's responsibility to facilitate communication between teachers and families. Using internet-based channels of communication can be an important strategy to support this goal.

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. School instructional staff will use the Teacherease grade-tracking system to record all graded class work, homework assignments and assessments, and will update these records on biweekly basis, following a schedule communicated to families and students. Families will be informed about the site and how to gain access through mailings, backpack notes and presentations at school meetings and family conferences.
 2. The school will maintain a website, which will provide: a continuously updated calendar of school events and important academic dates; teacher web pages, updated at least once an academic quarter, with information about academic units, class requirements and web-based resources; and a home page with important announcements regarding academic matters and special school activities
- B. Key personnel and other resources used to implement each strategy/activity**
1. Classroom teachers will enter grades in the web-based system. A point person on each grade level will provide assistance and monitor compliance.
 2. All teachers will maintain their own "teacher page" on the school website and will update it on a quarterly basis. The school principal will regularly update the school calendar and site homepage.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. With the assistance of the point person for each grade, the principal will monitor teacher's thorough and timely upkeep of Teacherease grade records.
 2. The principal will review the maintenance of individual staff pages, and will have overall responsibility for site upkeep
- D. Timeline for implementation and completion including start and end dates**
1. The Teacherease and school website programs will be in place by October 2014. All class grades will be updated on a biweekly basis until June 2015.
 2. Teachers will update their teacher pages on the school's website on a quarterly basis from September 2014 – June 2015.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. A site license for the Teacherease online grade-tracking program will be purchased using a combination of NYS software and Title I Parent Involvement funds.
 2. The school website will use the eChalk platform. The license fees will be funded by Tax Levy and Title I Parent Involvement funds.

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).

The principal will consult with the School Leadership Team regarding implementation of these measures, as well as explore additional measures to strengthen school-family communication. SLT will provide monthly and ad-hoc updates to parents via the SLT minutes and/or PTA communication structures.

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	x	Title IA	Title IIA	Title III	Set Aside	Grants

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

NYSTL software funding

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
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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
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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	<p>Vocabulary development/advanced decoding – utilizing the Rewards program</p> <p>Reading fluency development– utilizing Great Leaps program</p> <p>Reading comprehension – providing in small group settings during the school day, also providing on push-in model in the ELA classroom</p> <p>Improvements in core writing skills – utilizing the Hochman Basic Writing Skills program</p>	<p>Literacy AIS is provided in both small group and one-to-one formats by the school's AIS teacher.</p>	<p>Some services are provided by the AIS teacher and trained volunteers during pullouts from enrichment classes, or during the independent reading period of the daily ELA block. Services are also provided on a push-in basis during the ELA and other classes.</p>
Mathematics	<p>Numeracy, problem-solving procedures – using a variety of teacher-created and published resources, including the web-based IXL program</p>	<p>Mathematics AIS is provided by members of the mathematics instructional team on a small-group and one-on-one basis</p>	<p>Math AIS is provided during the mathematics block and during Saturday Academy. Mathematics teachers also provide support during lunchtime and before school small group sessions</p>
Science	<p>Literacy support in comprehension of non-fiction text</p>	<p>Small group / 1:1 as needed</p>	<p>During school day</p>
Social Studies	<p>Literacy support in comprehension of non-fiction text</p>	<p>Small group / 1:1 as needed</p>	<p>During school day</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Loss and bereavement – The guidance counselor collaborates with a therapist from the Bereavement Project to run a cycle of loss and bereavement therapy groups. Short-term sessions- Students identified by the schools PPT as needed</p>	<p>At-risk counseling services are delivered in both small group and one-to-one formats</p>	<p>During school day</p>

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

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

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

Title I Status

Indicate with an "X" your school's Title I Status.				
x	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.
The school attends citywide job fairs and utilizes the Open Market Transfer System to recruit job applicants. The school principal also works closely with local universities to recruit qualified graduates in their schools of education, as well as with the Teaching Fellows and Teach for America programs. Job applicants are interviewed by a committee of teachers and supervisors, and are required to conduct a period-long demonstration lesson. The BEDS survey for the current school year indicates that all teachers are highly qualified in their assigned areas of instruction.

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).
<ul style="list-style-type: none"> • The school has a corps of three curriculum coaches – literacy, math and social studies/science – who are receiving ongoing training in CCLS standards and related best practices. This professional development is being provided by CFN103 coaches and trainers from the Teacher Incentive Fund program. • Collaborative curriculum planning meetings are held weekly for the literacy, mathematics and social studies/science teams. Common preps allow all instruction staff, including special education teacher, to attend one or more of these sessions. The school's weekly 80 minutes of extended day collaborative meeting time is dedicated to CCLS-related issues as well. During all of these meetings, the school's coaches and network support specialists provide workshops, and teachers share best practices. • The school provides per session funds for additional curriculum planning sessions for its staff, and offers funds for teachers to attend off-campus conferences and trainings

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
<p>Title /Tax Levy – Funds were coordinated to fund the following supports for student achievement:</p> <ul style="list-style-type: none"> • Funding of an additional special education teacher, allowing SETSS students to receive additional services in ELA and mathematics • Funding a full-time AIS teacher • Providing per-session for a Saturday Academy program for students struggling in mathematics and literacy skills • Providing per-session funds for after school curriculum planning and training • Purchase of laptops to provide at-risk assistive technology for struggling students. <p>NYSTL software funds</p> <ul style="list-style-type: none"> • License fee for an online grade tracking program, accessible to students and their families • License fee for a school website where students and families can access class requirements, curriculum updates and a variety of academic supports. • <p>Title III – None assigned to the school</p>

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.).

NA

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.

Prior to the first day of school the teachers and administration meet in department area teams to discuss multiple assessment measures. Included in the meeting is a copy of each teacher's curriculum map that includes the assessments the students are going to be taking throughout the year. Also discussed are the city and statewide measures that the students will have to take, as well as the assessments the committee decided upon when deciding what the Measure of Student Learning was going to be for each grade and department.

Lastly, at the meeting the teachers and administration go over each department's baseline assessment. Teachers track student progress using many different methods including baseline/midyear/end year assessments, individual student portfolios, online grade-book, and through ongoing teacher observations. Teachers have received professional development in regards to how to use the information created to further drive their 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).

Parent Involvement Policy (PIP) – COMMUNITY ACTION SCHOOL 03M258

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

COMMUNITY ACTION SCHOOL 03M258

JOHN CURRY, PRINCIPAL

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- 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 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 School-Parent Compact are distributed and discussed with parents each year via publication of CEP;

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 t 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., 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.

DBN: 03M258

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.	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 #
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		(Refer to Galaxy for FY '15 school allocation amounts.)	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	\$128,668.32	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal		X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$1,655,989.00	X	See action plan

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.
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**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 03	Borough Manhattan	School Number 258
School Name Community Action Middle School		

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 John Curry	Assistant Principal Andrew Sullivan
Coach Rebecca Osleeb	Coach type here
ESL Teacher Anne Tribbett	Guidance Counselor Caroline Tejeda
Teacher/Subject Area Jessica Berta	Parent Janet Aviles
Teacher/Subject Area type here	Parent Coordinator Karla Fittipaldi
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	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)	258	Total number of ELLs	12	ELLs as share of total student population (%)	4.65%
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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														
Pull-out							7	2	3					12
Push-In							0							0
Total	0	0	0	0	0	0	7	2	3	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	3

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	5	0	1	4	0	2	3	0	0	12

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	4	0	2	3	0	0	12
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																
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							4	0	3					7
Chinese							0	1	0					1
Russian														0
Bengali														0
Urdu														0
Arabic							1	1	0					2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	1	0					2
TOTAL	0	0	0	0	0	0	6	3	3	0	0	0	0	12

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)							2	2	0					4
Intermediate(I)							1	0	0					1
Advanced (A)							4	0	3					7
Total	0	0	0	0	0	0	7	2	3	0	0	0	0	12

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	4	0	0	0	4
7	0	0	0	0	0
8	1	1	0	0	2
NYSAA Bilingual (SWD)		2			2

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	3	0	2	0	0	0	0	0	5
7	0	0	0	0	0	0	0	0	0
8	2	0	0	0	0	0	1	0	3
NYSAA Bilingual (SWD)			2						2

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	0	0	5	0	0	0	0	0	5

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

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 Government				
Foreign Language				
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:

- 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.
 The Community Action School utilizes a variety of assessments to better inform the instruction of ELL students.
 During the course of the school year, the school will use a number of instruments to assess ELL's instructional needs and progress. These include:

Administration of the QRI-4, an intensive battery of literacy skills, at the beginning of each school year.

- Regular testing on decoding and reading fluency skills embedded in the Rewards program.
- Oral language evaluations by the ESL teacher.
- Administration and analysis of four periodic writing samples.
- One-on-one conferencing on student reading.
- Online assessments of student independent reading embedded in the Accelerated Reader program.
- Twice-yearly administration of the STAR assessment of reading comprehension skills

This information will be used to guide instruction by the ESL teacher in her small group classes. It also will guide the instruction provided in the regular ELA classroom, with the assistance of the ESL teacher and literacy coach.

Results of these assessments will be shared with instructors in all subject areas, as well as in a narrative provided to parents.

The school has one highly-qualified ESL instructor, who is also highly-qualified in 7 – 12 English instruction. She collaborates closely with Sarah Anderson, the school's literacy coach, in planning all aspects of the pull-out and push-in curriculum. They also collaborate to plan and provide professional development and ongoing guidance for literacy staff in best practices for working with ELL students.

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

The NYSESLAT scores revealed that this year ELL students have made some progress. We dug further and looked at the NYS ELA and Math scores and noticed that they have made some progress in those areas as well. We also looked at the STAR assessment scores which revealed a need for vocabulary development and the re-teaching/reviewing reading comprehension strategies.

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](#))

Across the four modalities, there is a clear need to expand vocabulary and writing instructions. To support this, we utilize read-aloud and shared reading, we frontload vocabulary before the lesson so the students can preview the new words to make them meaningful while reading the new text. Furthermore the students have the opportunity to interact with each other and practice their conversation skills. Speaking opportunities are presented through the “turn-and-talk” and the “share” points in the Reader’s Workshop model and through other structured dialogues. In addition, the ESL teacher use exercises in class where the students have the opportunity to answer various comprehension questions about a book that was read. The opportunity to write is given every day not only in their ESL classes but also in a separate writing/grammar class as well as all other content areas. The instructional strategies used to address these needs are compatible with the suggestions in the Readers’ and Writers’ Workshop model and provide consistency of instructions. They are supported by visuals in all classrooms. The teacher also provides guided reading and writing activities that address students’ individual 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. All ELLs are at the overall advance level this year. When compared to English proficient students, the English proficient students outperformed ELLs in both ELA and Math. However, the math discrepancy between the two groups was lower than the ELA. Students that are at an Intermediate level in reading and writing are often at the same level in listening and speaking. Their learning in the different modalities appears to progress at the same pace. With long-term ELLs in the higher grades, the gap between proficiency in reading/writing and listening/speaking is wider.

b. Our school does not administer the ELL periodic assessment. Results from NYC performance assessments, NYS ELA and Math test scores, and supplemental assessment tools help in planning instruction that targets each student’s needs.

c. Again, our school does not use ELL periodic assessment. However, we support our students by providing a bilingual library; most of our selection includes Spanish books.

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?

Most of our ELLs are at the advanced language proficiency stage (Stage V). Their second language development is considered in instructional decisions by informing content area teachers of each student’s second language development stage and arming them with

strategies which in turn helps them modify their instruction to encourage students' progression to the next level. The use of visual aids, pre-teaching vocabulary and making connections between content areas are only some of the strategies we implement.

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 evaluate the success of our ESL program by how well students do during the course of the year in their core classes as well as how well they do on NYC performance tasks, school performance tasks, and NYS Assessments (ELA, Math, and Science). We look at these data sources to determine how our program should be modified and shift our delivery of instruction and professional development.

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](#).)

In our school when come to register and they indicates it is the first time the child is registering in a NYC public schools; the pupil accounting secretary does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history or that the student did not previously attend a NYC public school and a HILS was not fill out. If the child had attended a school in NYC public school system then the pupil accounting secretary reaches out to the school he/she attended to retrieve his/her records.

If the child is truly a new admits; ELL coordinator, who is an ESL certified teacher, interviews the parent and assists the parent in filling out the HILS. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. The child is placed in a class which may be changed within the first 10 days. Parent is notified of such process at the time of registration.

After the HILS is filled out, ELL coordinator determines if the child needs to be given the LABR as per their HILS. The LABR is administered to the student within ten school days from registration date. Spanish LAB is administered to those Spanish speaking students who qualify.

Coordinator, Ms. Tribett, uses the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into the after school program for SIFE, as well as receiving academic intervention services throughout the day.

Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary.

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.
Parent coordinator, Ms. Fittipaldi, (PC) is notified. Within two days, the PC and ESL teacher invite the parent(s) to an orientation for ELLs parents. ESL teacher informs parents of their rights as parents of students who speak another language other than English. Translation is provided for the parents.

At the Parents' Orientation, the parent(s) watch a video provided by the NYCDOE and then fill out a program selection form. If the parent selects as their first choice a program which is not offer at the school, the parent is inform that the program is not offered at the school that school year. The parent inform of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and apt for the second choice until their following the school has the appropriate number of request to open the program they've selected. For parents who do not attend Parent's Orientation Meeting, a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff

member may have to visit the home to assist parent in filling out form and assuring form is returned. This entire process is completed within 20 days of enrollment.

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 [\[see tool kit\]](#).)

Parent surveys and program selection forms are distributed and explained during registration. During the ESL parent orientation meeting, held the first week of school, parents are given a brochure and informed of the three programs offered by the NYCDOE. All forms are collected by the conclusion of the parent orientation. Parents that don't return forms receive daily phone calls until forms are returned. Once forms are collected, the ESL teacher files and secures them in a locked file cabinet. The original forms are placed in the student's permanent record file. Once it's determined that the student is eligible for ESL services, an entitlement letter is sent home. Also continued entitlement letters are sent every September for students who continue to qualify for ESL services. If a parent selects a program that the school does not currently offers, the parent coordinator reaches out to the Enrollment office for our district to secure a seat in another school that offers the selected program. The students receive the appropriate units of ESL services as mandated by CR Part 154: Beginners and Intermediate receive 360 minutes of ESL services, and advance students receive 180 minutes.

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.
Placement letters, explaining LAB-R results, amount of ESL services student receive and schedule for ESL services is sent home via backpack. Parents/guardians, classroom teachers and the students are notified in writing of the students' ELL pullout schedule. Our ESL teacher maintains these files. Use RLAT (ATS) report to cross check students who continue to be eligible for ESL services, those families receive notification by letter as well. This year letters provided by NYS with NYSESLAT results were sent home at the same time. Translated letters, when appropriate and available accompanied results. If and when needed pedagogues and the ESL teacher contact families by phone using parent/guardian home language to inform parents of student

. Students are given ELL services based on mandatory NYC & NY State regulations, plus additional 37.5 min., and ELL talent in Middle School.

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.

Student is put on a list, which is kept by ELL coordinator, of students who must take the NYSESLAT. When it's time for students to take the NYSESLAT, the NYSESLAT eligible list is printed from ATS and compare to the ELL coordinator list and discrepancies are corrected. Any student who was entitled as per the HILS and LAB-R take the NYSESLAT test every year. The school also cross-reference the list kept by ESL coordinator with the ATS RMSR report to ensure all eligible students take the NYSESLAT.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
The school keeps a running record of the parents' program selection and will use that information in order to open new programs. The running record is reviewed every time a new student is register and a program selection form is received. Parents are notified that a new admit has registered and whether or not their selection matches theirs. There no names or selection disclose.
As soon as the school has enough requests to offer a particular program, parents are notified that will now be offered at the school which will result in a class change for their child. Before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year due to lack of request, the parents are informed again of their rights to transfer their child to a school that offers their selected program. Programs models offered at our school are aligned with parents' request. We continue to monitor parents' request so we can align the programs offer at our school with parents' choices.

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])?

Our free standing ESL program is a combination of push-in and pull-out services. An ESL teacher pushes in once a week for 45 minutes during the science, math and social studies period. Students are also pull-out to develop listening and writing skills once a day. All students regardless of their level are serviced at least 360 minutes a week.

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

The mandated number of instructional minutes, as per CR Part 154, are provided by a certified teacher in each core class as well as during their scheduled ESL class.

a. ESL instructional minutes are delivered specifically in eight one hour block periods a week. The remainder of the mandated time is delivered during ELA classes and focus groups throughout the day, all week as a push-in program. Beginner ELLs and intermediate ELLs receive a total of 360 minutes a week of services. Advanced ELLs receive 180 minutes of mandated services a week. Sixth and seventh graders receive Spanish as a second language while eighth graders are in a class of native speakers.

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.

Since our goal is to make students reach proficiency in English, we make sure that we provide appropriate materials to support the ELL population. Our ELL populations are supported by using: Leveled libraries in Spanish and English; Balanced Literacy Books; and listening centers. The teachers also use the balanced literacy writing program where they plan for academic language, use stages of language acquisition, scaffolding strategies, and integrate content and language goals in planning for instruction. New vocabulary introduced to students each period is always written in a designated area so that it is easily visible to students. Teachers orally go over lessons thoroughly and repeat segments of lesson if students are unclear. Visual aids, manipulatives, pictures and relia are used in the content areas to facilitate understanding and language development. In addition, instructional lessons are developed around the Common Core Learning Standards across disciplines. Student learning focuses on meeting set

goals specific to the Common Core.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Evaluations of ELLs are determined by the HLIS. If a language other than English is considered the primary language then student is evaluated accordingly. For students whose home language is Spanish the Spanish LAB is administered. They are also provided with translated versions of the NYS test for Science, Social Studies, and Math, if available in their home language. Glossaries are available for State tests as well as class use.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
SL students participate in a test prep class, once a week, where they are consistently evaluated in all four modalities of English acquisition throughout the year. Students are given individual attention and work one on one with the ESL teacher in order to target specific problem areas. This class is geared towards preparation for the NYSESLAT exam.
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).

Instruction is differentiated for ELL subgroups by how students are grouped. More advanced students might be paired with intermediate students to assist with given tasks. Individual conferencing between student and teacher is often occurrence. During individual tasks teacher works with individuals for a given timeframe.

a. We currently do not have SIFE students. If we did have SIFE students our plan would be as follows: We would provide AIS once a day where students would receive decoding and fluency instructions using the Wilson Program. These students would also be mandated to participate in the Extended Day program. We would develop an after school program that would provide NLA instructions which will develop their academic skills in their native language. Classroom instructions would be in small groups with many one-to-one teaching opportunities. Students' library would consist of low inference/high interest books. Students would be provided with visual aids as much as possible.

b. In addition to the services above, newcomers participate in a before school program which focuses on the listening and speaking modalities. ESL teacher provides a mini lesson targeting listening and/or speaking skills, then students are directed to either the listening centers to practice skills or to work in groups to develop skits which they will present to the class as a group.

c & d. The plan for ELLs receiving services for 4 to 6 years and long-term ELLs is the same. ELLs participate in a more rigorous program (ESL) where they engage in reading more non-fiction texts. Emphasis is made on writing skills through continuous response to non-fiction text. Writing assignments and projects require more extensive and elaborate detail. A wide range of academic vocabulary use is expected and taught throughout all content area. They receive additional instruction during extended periods throughout the day.

Former ELLs still receive testing accommodations for two years after becoming proficient. They are closely observed by each core teacher for any language deficiencies that might affect their academic performance.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
LEP students identified as having special needs Community Action School provides mandated services for students with IEP's in an inclusive environment, utilizing both the SETSS and CTT models. The delivery of proper instruction for this subgroup (ELL's with special needs) demands close coordination of instruction between the ESL and special education staff. Along with ongoing contact with the general education teachers, the ESL teacher has to attend all meetings of the special education staff, and confer regular with the special education teacher(s) working with special needs ELL student(s).
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

Class/Content Area

Language(s) of Instruction

Class/Content Area

Language(s) of Instruction

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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

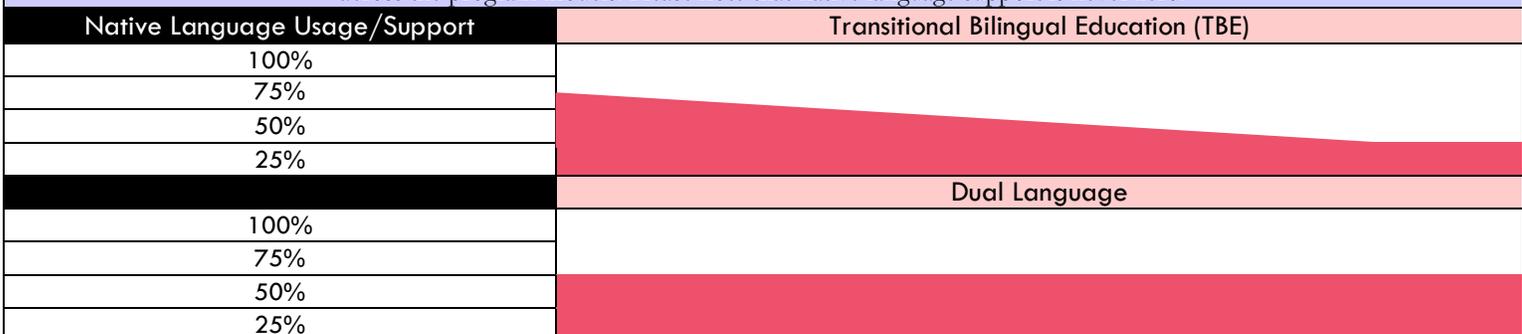
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



	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.
- If the child is a Beginner, he/she is serviced in a smaller group where more individualized attention is given to meet his or her academic needs. For newly arrived students, teachers also invest a significant amount of time introducing the student to the new culture, school, customs and basic conversational skills. We have specific materials that will support the students' academic needs. Many of our long-term ELLs also qualify for AIS and are students with special needs. The ESL and AIS teacher will examine their test history and communicate with the classroom teachers to identify the specific needs of the child, which is often mastering the academic language. In addition, developing mastery of the academic language promotes improvement of writing skills.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Teachers deliver explicit ESL by planning for both content and language objectives. Teachers also use scaffolding techniques, bring in realia, and reach out to different learning styles and modalities. Each ESL lesson entails a reading, writing, listening and speaking component. Teachers plan their lessons based on the ESL and ELA standards, using chants, songs, as well as teaching using practices where students participate in topics of their choice and learn through real-life experiences, researching, listening to various speakers, learning on the Internet, etc. Teachers use explicit ESL methodologies in their instruction, meeting the ESL standards. Teachers choose multi-cultural texts, fiction, nonfiction, newspapers and poetry to enhance the students' understanding of the language. Additionally, teachers supplement instruction with technology in their classrooms and in the library, as well as native language dictionaries and native language leveled libraries in their classrooms.
- At the Intermediate level students are more comfortable using English. They recognize most topics by familiar terms and phrases and are able to understand the main idea of a moderately demanding oral presentation. They understand a range of common vocabulary and idioms. They can also follow simple and short conversation. At the intermediate level, students start to use a range of grammatical structures. Grammar and pronunciation mistakes are frequent and the students tend to over-generalize grammatical structures. They continuously improve their oral language and communicate comfortably and spontaneously in many situations. They use a variety of vocabulary and are able to incorporate unfamiliar words rather quickly. Their discourse is fluent and they master grammatical structures. They can be understood by listeners and in case of misunderstandings are able to rephrase their sentence. Students at an Advanced level demonstrate fluency in listening and speaking. They make presentations; can switch from basic interpersonal conversational skills to cognitive language proficiency. They use sophisticated vocabulary and can use greater language resources to analyze and solve problems to make decisions. They also begin to proficiently use English idioms and everyday phrases.
11. What new programs or improvements will be considered for the upcoming school year?
- There are no plans for new program for the upcoming year. However it's only two months into this school year, we will continue to look at our program and our parent selection forms throughout the year to determine our needs.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All our ELL students participate in all the extra curricular activities, all the sports programs and in all our school trips and evening activities and social dances. All AIS is offered to ELLs before school, after school and during lunch.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Glossaries, dictionaries, laptops, low inference/high interest books, and Spanish books are used in all core classes. Audio books are also widely use.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Teachers must plan specifically for language within the structure of the Balanced Literacy mini-lesson to provide for language support for ELLs. Each lesson is planned to provide an opportunity for Reading, Writing, Listening and Speaking in English. They reinforce listening/speaking skills, reading skills and writing via the student independent books as well as authentic literature that provides a balance of fiction and non-fiction, novels and short stories. They also include an audio CD with the recorded stories to build listening and auditory skills for our Beginner students and students with a native language other than English and/or Spanish.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- High interest and low inference literature is used and correspond to ages and grade levels.
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.

or newly enrolled students, we hold two orientations at the beginning of July and at the end of August every year, where incoming students are given a tour of our building. During this orientation we also inform them of the expectations and supports available to them throughout the school year. Students have an opportunity to meet teachers and ask questions at that time. Readers and Writers Workshop model with read-aloud, comprehension, vocabulary, fluency, writing, assessment pieces, listening and speaking, research and information skills is used with all ESL learners. In addition, the ESL teachers use bilingual dictionaries to increase English vocabulary with the new comers during the Balanced Literacy Block.

In general, Beginning students show overall strength in listening and speaking in English. They can quickly recognize a number of common individual words and learned phrases, in a predictable context and on everyday personal topics. They understand greetings, simple instructions and depend on gestures and other context clues. Students functioning at this level require extensive assistance to make language comprehensible. Vocabulary is very limited and they have great difficulty producing correct grammar or syntax. They often use gestures to express meaning or switch to their first language. The ESL teacher utilizes pictures, gestures, pair interaction and the Whole Language approach to reinforce concept and increase vocabulary. Phonics, basic skills is also taught through content area.

18. What language electives are offered to ELLs?

Paste response to question here:

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.

1. Professional development provided by the ESL teacher is central to the provision of effective instruction for ELL's in all major subject classrooms. The methods used by the school to provide this professional development include:

- Presentations in after-school professional development sessions
- Visits to meetings of the school's mathematics and ELA curriculum teams
- One-on-one consultations with staff who are working with the school's four ELL's

In addition, we'll offered the following professional development throughout this school year:

2. *Building Academic Vocabulary* by Robert J. Marzano: (One professional development session per month in January, March, and May) This comprehensive approach to teaching academic vocabulary will be incorporated into professional development on an ongoing basis throughout the school year. The program involves teaching specific terms through a schoolwide approach to teaching content-specific vocabulary. All teachers who currently hold ESL certification, as well as all content area teachers responsible for the instruction of ELL students, will participate in professional development based upon the *Building academic Vocabulary* curriculum.

3. *Classroom Instruction that Works with English Language Learners* by Jane D. Hill and Kathleen M. Flynn: (One professional development session per month during the months of December, February, April, and June) All teachers responsible for the instruction of LEP students will participate in professional development focusing on setting objectives and providing feedback, cooperative learning, and differentiating instruction for the needs of LEP students.

4. Continuous professional development is given to teachers throughout the year that goes over the 7.5 minimum hours as per Jose P. In addition to this we are offering the professional development in the *Language Allocation Policy LAP Tool Kit Facilitators Guide* from the Office Of Language Learners to the staff by the ESL teacher. The ESL instructor attends professional development throughout the year as per the Network and the DOE. Sign-In sheets are kept of teachers who attend all professional development. Members receive certificates at the completion of their 7.5 professional development hours.

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. The Community Action School will reach out to parents of ELL's to make sure that they understand the three ELL program choices. Our outreach efforts will include:
 - Parents will be invited to view the multi-lingual video from the NYCBOE "Orientation Video for Parents of English Language Learners" in their native language. The video will followed by a question and answer discussion.
 - Parents will be given the handout "Guide for Parents of ELLS" in their native language.
 - Parents will make a choice, and will also be informed that they have the option move their children out of our school and into one offering a more comprehensive bilingual program.
 - Parents are will be informed about our parents' association meetings and special events. Our bilingual parent coordinator contacts ELL parents about these meetings.
 - ELL students' report cards will include a a brief narrative about their child's progress in the class. Parents of ELL children are strongly encouraged to attend parent/teacher conferences, where they have the opportunity to conference with the ESL teacher.
 - 3-4. Our PTA offers monthly parent breakfasts for all parents/guardians including ELL families to voice their concerns and ask questions. Breakfasts are also offered in Spanish. Parent Coordinator provides reachout services to all new families, and uses DOE translators for correspondence whenever available. Guidance and Parent coordinator hold high school and middle school applications process meetings for all parents, especially ELL families new to NYC. These meetings are also offered in Spanish. We use the feedback from the learning environment survey to evaluate and better address the needs of our ELL families. Our PTA reaches out to new families and parents are encouraged to attend PTA meetings to inform the PTA of their needs and concerns. This is an opprtunity for parents to network and assist each other to adjust to their new community. Ell parents/guardians are always invited to school concerts, publishing parties, end of unit celebrations, cultural performances, math and science fairs and much more. Monthly school newsletters as well as monthly publications to help students learn are offered to parents in both English and Spanish.

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 03M258 School Name: Community Action Middle School

Cluster: 1 Network: 103

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.

When new students articulate into the school, the parent coordinator and pupil accounting secretary interview the parent and identify which have limited ability to speak and/or read English. This information is used to create a database of families who need translation services. Data is recorded on students' emergency contact cards, as well as on HLIS.

The database will be used to ensure that important written materials are provided for identified parents in their native languages, and that oral translation is available at important events, such as parent/teacher conferences.

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.

Information on which children's families needed translation services were provided to grade instructional teams and to the principal. Parents who need translation services are told, when their child is articulated into the school, that translation services are available when needed. Three staff members were used to provide Spanish translation services as needed. Important written materials were translated into Spanish by the principal and the 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.

Important letters and other written materials for distribution to parents will be submitted to the parent coordinator for review. When necessary, the parent coordinator or the principal will translate them into Spanish for families identified by the survey. Currently there are no parents who need translation into other languages. If there is a need in the future, the school will identify vendors who can provide translation services.

The parent coordinator makes sure that the school keeps on file official DOE and other agency forms in appropriate languages.

Signs indicating the availability of oral and written translation services are clearly displayed in the school.

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

Oral translation services in Spanish are provided by a team composed by the parent coordinator, the pupil accounting secretary, and the principal, all of whom are fluent Spanish speakers. At least one of these staff members will be available during the school day and during evening events for parents.

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>.

The school will send a letter home in the native language of parents identified as needing translation services, which informs parents of the translation services that they are entitled to, and who they need to contact to arrange for translation. The letter will be sent home both by mail and children's backpacks, and copies will be available in the school office at all times. A sign in relevant native languages outlined parent's translation rights will be posted on the parent information bulletin board located outside the school office.

