

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**05M362**

**School Name:**

**COLUMBIA SECONDARY SCHOOL FOR MATH, SCIENCE AND ENGINEERING**

**Principal:**

**MIRIAM NIGHTENGALE**

## Comprehensive Educational Plan Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

**Section 5: Needs Assessment, Annual Goals and Action Plans**

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

**Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

**Section 1: School Information Page**

**School Information**

School Level: Secondary (6-12) School Number (DBN): 05M362  
School Type: Public Grades Served: 6-12  
School Address: 425 West 123<sup>rd</sup> Street, NYC, NY 10027  
Phone Number: 212-666-1278 Fax: \_\_\_\_\_  
School Contact Person: Miriam Nightengale Email Address: mnighte@schools.nyc.gov  
Principal: Miriam Nightengale  
UFT Chapter Leader: Amanda valenti  
Parents' Association President: Tina Glover, E. Mark Lewis, Richard Tello  
SLT Chairperson: Kevin Daly  
Student Representative(s): Justyn Diaz, Alba Avoricani

**District Information**

District: 05 Superintendent: Gale Reeves  
Superintendent's Office Address: 425 West 123<sup>rd</sup> Street  
Superintendent's Email Address: greeves@schools.nyc.gov  
Phone Number: 212-769-7600 Fax: 212-769-7619

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 563 Network Leader: Gerry Beirne

**Section 2: School Leadership Team (SLT) Signature Page**

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Miriam Nightengale	*Principal or Designee	
Amanda Valenti	*UFT Chapter Leader or Designee	
Tina Glover	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Alba Avoricani Justyn Diaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Stephen Meinschein	Member/ UFT	
Lynn Tiede	Member/ UFT	
Dmitriy Faybyshenko	Member/ UFT	
Kevin Daly	Member/ Parent	
Karen Kaapke	Member/ Parent	
Kyle Pfortmiller	Member/ Parent	
Daniel Soto Jerome	Member/ Parent	
	Member/	

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

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

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

#### The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

CSS-MSE was created in 2007 as a partnership between the DOE and Columbia University. It is a selective school that gives preference to districts 3, 4, 5 and 6, which were the communities impacted by the expansion of Columbia University into Northern Manhattan. Our diversity is shaped by the districts that we serve, and our mission is to offer the students of these districts, who are underserved by other screened and specialized high schools, an equivalent level of rigor and opportunity.

We are intentionally a secondary school, and, early on, there was a deliberate choice made not to join the specialized screening process for the high school. This has resulted in a much higher level of diversity in our school, and also in a greater range of academic ability. It has also adversely affected our funding, as the specialized schools receive a supplement to their budgets. With the challenges, there is also opportunity. One group of students that we hang on to are 8<sup>th</sup> grade students who were high performers in 6<sup>th</sup> grade, but whose scores have dipped by the 8<sup>th</sup> grade. They would not necessarily pass the screens of other high schools, but in committing to all of our students, regardless of academic level, we demonstrate that a single year's scores don't have to adversely affect future opportunities. Our aspiration is to keep alive in all our students a sense of their early potential and motivate and support their increasing achievement through high school. We tend to have little attrition through high school, and an oddly non-competitive vibe for a rigorously academic school. Though a 6-12 model is extremely difficult to administer logistically, given the different school calendars, assessment schedules and evaluation formulas, the model has shaped our approach to curriculum, instruction and social development.

CSS is one of many new schools to focus on science, technology, engineering and math (STEM). What sets us apart is how we try to find a balance between "left-brain" and "right-brain" in our curriculum. Two unique courses that we have developed explore what happens when right brain and left brain meet and have to cooperate.

CSS is the only public school in New York City to require seven years of both Engineering and Philosophy. The engineering curriculum teaches teamwork, conceptual development and problem solving. The Philosophy program helps students develop critical thinking, argument, moral reasoning, and decision-making skills. In 2014 our students published their first annual philosophy journal, CONTRARIWISE, featuring students' original work on philosophical topics. The publisher who was contracted to print the journal was so taken by it that he requested permission to display it at a book fair that he was attending in Seattle. The journal is now available on Amazon for purchase. American Educator, the AFT education journal, has solicited an article on our Philosophy curriculum, which it intends to publish in the spring edition of the magazine. Articles about the curriculum have also appeared on ChalkBeat and PLATO, the website devoted to Philosophy education.

Our Engineering program has also been an area of intense focus and development. After experimenting with the Project Lead the Way sequence, we struck out on our own, with advice and support from engineers who are parents in our school, and faculty members at the School of Engineering at CU. Siemens Corporation, who employs one of our parents, subsidized his salary for the 2013-14 school year to work with us on defining what makes a strong pre-engineering curriculum and what skills and characteristics it should develop in students. Our current sequence is based on the input we received from these faculty and engineer consultants. Starting in 6<sup>th</sup> grade, it exposes students to the mechanisms and concepts important to engineers and immerses them in projects that lead them to explore what makes things work - and fail. While still under development, we have strong hopes that this will be a powerful and innovative curriculum that gives a true pre-engineering experience to students.

Lastly, our 7-year span of time creates long-term relationships between students and teachers that are fostered by out-of-school-time programs. Our after school program, known at CSS as “the Electives”, is a huge part of the relationship-building between students and teachers. Every spring and fall, teachers, parents, and other community members (sometimes faculty from CU), design courses that interest them, and in which they think students will also be interested. Offerings range from a variety of sports to arts programs to academic courses such as Architecture, bird watching, Neuroscience for middle school students and underwater robotics, to name just a few offerings. The courses are published each semester in a catalog, much like a college catalog, and students choose those that interest them. We have close to 80% participation from our student body in these courses, and interacting with teachers, parents and community members in areas of mutual interest creates a less-formal interaction that builds relationships among students, teachers and parents. Through this program, students continue to interact with teachers for long periods of time, even though they may no longer have scheduled courses with those teachers. Some of the college recommendations written for our students last year were informed by these relationships, and by seeing students develop over time, from a brink-of-childhood 6<sup>th</sup> grader to a brink-of-adulthood senior.

A distinguishing characteristic of Columbia Secondary School is the diversity of its community. In the design of our curriculum and pedagogy, we work to include multiple perspectives and pedagogical strategies that appeal to different kinds of learners. Common in our school are pedagogical practices that deliberately move between more teacher-directed lessons that are common in the freshman-level university courses that our students have the opportunity to take at Columbia University, and more student-led exploration, to build independence, engagement and persistence. Some examples of this approach follow.

Our school’s curricular sequence is designed with multiple entry points in mind. Building Philosophy and Engineering into every year, as well as Art and Language, provides opportunities for interdisciplinary reinforcement and hands-on applications of more traditional topics that our strongly collaborative staff take advantage of on a regular basis. In middle school engineering, for example, students build boats to discover how the shape affects the amount of weight the boat can carry, connecting with their science class’ study of density and mass. A sewing project in art class leads to connecting the study of electrical circuits in engineering to sewing with conductive threads to create “sewn circuits” that generate enough electricity to create fabric with electrical features. Math is regularly brought into middle school art, in designing a cover for a baseball, in scale and proportion, and in fractional measures. By high school, students are exploring coding and using it to build elementary robotics components, using geometry to trace the path of movement for their robots, as well as building a practical application of physics.

In the humanities, too, teachers work to emphasize connections among the disciplines to give students many opportunities to practice analysis, discussion of and writing about complex ideas and texts in multiple contexts. In middle school, philosophy class is an opportunity to explore philosophical implications of literature, or to debate current issues, connecting to both ELA and Social Studies classes. While reading *Ender’s Game* in 7<sup>th</sup> grade ELA class, a recent discussion in philosophy examined concepts of “smart” and “good”. In 8<sup>th</sup> grade, the students are currently reading articles from various perspectives around gun control, preparing for a debate and examining arguments. Later this fall, as they begin to look at the events at the Constitutional Congress in the 8<sup>th</sup> Grade US History class, they will read passages from Hobbes, Locke and Rousseau to explore the philosophers who influenced the founders of our country. By ninth grade, they will be exploring rhetoric and logic in philosophy while being introduced to Euclidean proof in Geometry. These connections are not random – they are the result of sustained and collaborative planning among teacher teams to find connections that serve to reinforce multiple disciplines without watering any of them down.

Within courses, we find ways to develop multiple entry points for students. This year in middle school, we initiated a math lab period. This period is scheduled during the same period on every grade level, so students can be reorganized into groups in multiple ways. In the 8<sup>th</sup> grade, we are piloting the Bootstrap program, which uses coding to reinforce Algebra concepts and skills, during the math lab period, and in science classes, teachers frequently move back and forth between text-based instruction and experimentation. Every middle school student is programmed for an after-school academic reinforcement period. Teachers structure the groups based on student strengths and weaknesses and use the time to deliver more personalized instruction and reinforcement. High school, too, includes increased periods of instruction for more opportunities for support in class, along with deliberately scheduled double periods in every

subject so that students and teachers can engage in extended tasks on a regular basis. After 10<sup>th</sup> grade, students who have met accelerated academic criteria have the opportunity to take coursework at Columbia University, reducing class time and increasing support for those who have not yet demonstrated readiness for university-level courses.

## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

While we continue to work to refine and improve our curriculum and pedagogy, our students have demonstrated strong achievement in a variety of ways that show the strength of our instructional core:

- 100% of our 8<sup>th</sup> grade students passed the CCLS and/or traditional Algebra Regents in 2014
- 100% of our middle school students have passed the Spanish Proficiency exam before leaving 8<sup>th</sup> grade.
- The vast majority of our middle school students passed the US History Regents and the Earth Science exam in 8<sup>th</sup> grade.
- 100% of our middle school students leave middle school with high school credit.
- Our 9<sup>th</sup> Grade Adjusted Credit Accumulation for former 8<sup>th</sup> Grade Students is 100%.
- Our Weighted Regents Pass Rate is at the high end of our peer range (90% or over) for ELA, Math, and US History, and at 60% of our Peer Range for Global and Science.
- 92% of our graduating class had completed college-level coursework before graduating.
- Our high school graduation rate in 2014 was 99%. Most students graduated with Advanced Regents diplomas.
- 100% of our graduates had post-secondary acceptances.
- The combined average SAT scores of our 2014 graduates was in the top 5% of high schools citywide.
- Our APM was 83%, higher than 93% of city schools. No school with demographics similar to ours had higher achievement.
- Our internal scholarship shows little variation among ethnic and gender subgroups in course passing rates.

### Part 2 – Annual Goal

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

**Over the 2014-15 school year, to better align our 7-year course sequences in the humanities and STEM to the new CCLS and associated assessments so that these courses incrementally develop students’ abilities to master increasingly complex tasks and afford them opportunities to engage in experiences that are related to and enrich their exposure to the content and grade level of the course, thereby increasing their state test scores by 5%.**

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the</i>
1. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			<i>activity/strategy?</i>
<p>In ongoing circular 6 meetings, to identify performance objectives that are aligned to the CCLS, and that reflect the course content and grade level, and to create curriculum maps that detail an appropriate progression of texts and course materials and that describe essential questions, targeted skills and proficiencies and benchmark assessments that define student progress, proficiency and mastery expectations in the context of the course and grade level. (teachers, coaches, APs)</p> <ul style="list-style-type: none"> <li>○ To develop a set of shared writing rubrics that are aligned to the CCLS and associated performance objectives and that reflect the vertical and horizontal development of increasingly complex writing tasks in order to better assess student progress towards mastery. (teachers, coaches, APs)</li> <li>○ to use these common assessments (every five weeks) and scholarship data (every six weeks) to assess progress and to predict performance of students in coursework and on standardized assessments and target as necessary for intervention</li> <li>○ To integrate into the core sequences study-skills-based scaffolding and a balance of guided and independent assessments which support students performing at a wide range of proficiency and/or mastery levels.</li> <li>○ Incorporate questions into lesson plans that address at least three levels of inquiry – from more concrete to more analytical and/or evaluative - to improve student responses</li> </ul>	students	Sep 2014-June 2015	Lead teachers, supervisors
<p>To modify core curriculum and instructional strategies to build student capacity in reading and writing by:</p> <ul style="list-style-type: none"> <li>○ Incorporating writing tasks into daily work and homework</li> <li>○ Incorporating mini lessons that focus on conventions, vocabulary and grammar into unit plans.</li> <li>○ Increasing the number of extended writing assignments and the frequency of feedback.</li> <li>○ For struggling students, fostering strong student engagement by including student-interest-driven text choices in each unit, increasing frequency of feedback for writing assignments and incrementally building to extended writing assignments, reflecting increasing complexity as students progress from one grade to the next.</li> </ul>	students	Sep 2014-June 2015	Lead teachers, supervisors

<p>To continue to develop and increase the range of opportunities for students to apply learning in out-of-classroom settings and in college and career-bound settings. Specifically, we aim to:</p> <ol style="list-style-type: none"> <li>Increase research opportunities in science and social science settings by continuing and/or further developing our work with new and current partners such as Columbia University's schools of Continuing Education, Mathematics, Engineering and Mind, Brain, Body Institute, and other community partners such as Hypothekids, Brainiac, and local hospitals.</li> <li>Introduce and/or increase student involvement in competitions and their submissions to externally-reviewed publications.</li> <li>Continue to develop our Capstone Engineering Course to offer all enrolled students the opportunity to design an authentic project</li> <li>Develop In Social Studies a Community Involvement sequence that leads students to develop and implement authentic community action projects.</li> </ol>	students	Sep 2014- June 2015	Lead teachers, supervisors, community partners, parent leaders
.Develop a committee formed of representatives from parent, student and school staff to review grading practices schoolwide and to make recommendations to the school for refinement/improvement.	students	Sep 2014- June 2015	Lead teachers, supervisors, student leaders, parent leaders

#### **Part 4 – Resources Needed**

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

Textbooks, scheduled meeting times, professional literature

#### **Part 5 – Budget and Resource Alignment**

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

x	Tax Levy		Title I Basic		Title IIA		Title III	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.								

#### **Part 6 – Progress Monitoring**

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

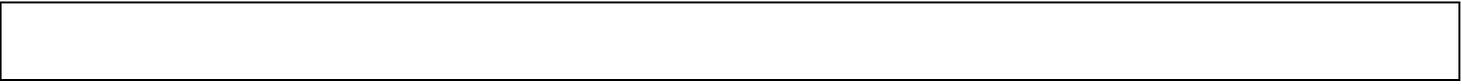
- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Monthly, from September to June to review agendas and curricular materials from weekly grade level and department meetings to assess progress towards the goal

In January, develop protocol for review of school grading practice

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

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



## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our 7-year span of time creates long-term relationships between students and teachers that are fostered by out-of-school-time programs. Our after school program, known at CSS as “the Electives”, is a huge part of the relationship-building between students and teachers. Every spring and fall, teachers, parents, and other community members (sometimes faculty from CU), design courses that interest them, and in which they think students will also be interested. Offerings range from a variety of sports to arts programs to academic courses such as Architecture, bird watching, Neuroscience for middle school students and underwater robotics, to name just a few offerings. The courses are published each semester in a catalog, much like a college catalog, and students choose those that interest them. We have close to 80% participation from our student body in these courses, and interacting with teachers, parents and community members in areas of mutual interest creates a less-formal interaction that builds relationships among students, teachers and parents. Through this program, students continue to interact with teachers for long periods of time, even though they may no longer have scheduled courses with those teachers. Some of the college recommendations written for our students last year were informed by these relationships, and by seeing students develop over time, from a brink-of-childhood 6<sup>th</sup> grader to a brink-of-adulthood senior.

A distinguishing characteristic of Columbia Secondary School is the diversity of its community. In the design of our curriculum and pedagogy, we work to include multiple perspectives and pedagogical strategies that appeal to different kinds of learners. Common in our school are pedagogical practices that deliberately move between more teacher-directed lessons that are common in the freshman-level university courses that our students have the opportunity to take at Columbia University, and more student-led exploration, to build independence, engagement and persistence. Some examples of this approach follow.

Over the last three years, building a school culture has been a constant area of focus. Expectations are communicated every day in the classroom, and our work has been to ensure that there is an alignment among staff and common message communicated to students about what high-level performance is and how to achieve it. The work of our teacher teams helps to bring a more consistent view among our staff of what high-level work should look like across a grade, so that students also gain a consistent perspective on what “A” work looks like.

Beyond the teacher teams, we have worked to increase our communication to parents and students around academic and socio-emotional norms and expectations. Some of the structures we have put in place over the last year or two include:

- Curriculum nights for parents at the beginning of each year to familiarize parents with the curriculum, assessment schedule and course sequence of the school.
- Exposing students and parents to college- and high-school readiness standards. Some of the tools and structures we have developed to help communicate this are:
  - o The CSS diploma requirements, which extend beyond the state diploma and increase expectations for student study in the disciplines, as well as require at least one college-level course credit before graduation.
  - o Developing, with Columbia University, a course catalog of 72 courses available for our students to take, and using these as benchmarks for aspirational performance for our students.

- Establishing a rubric that details criteria for success in coursework in order to be considered for entry into a Columbia University course, and familiarizing students and parents with the rubric and application process through parent nights, assemblies, and classroom visits from the counselors.
- Creating a National Honor Society chapter and having members push into middle school classes to model and support increased student achievement.
- Inviting students who have NHS potential to NHS events to expose them to benefits and criteria of membership.
- Creating course sequences with minimal tracking – all students take all courses, including advanced and accelerated courses.
- Using advisory periods in middle school to set goals and review academic progress
- Having mandatory academic support periods after school for middle school students
- Our annual 9<sup>th</sup>-grader-for-a-day for 8<sup>th</sup> grade students, to expose them to our 9<sup>th</sup> grade environment.
- Cultural events and field trips that include exposing students to high-level academic and/or authentic work-place experiences also serve to model and convey high expectations to our students and parents. Some of these include:
  - Hispano-American and Black History months, in which, in addition to an evening of cultural celebration, we invite lecturers to the school who discuss issues relevant to the Hispano-American or African-American experience. Students and parents are invited to attend these lectures during their lunch periods.
  - Family Science night, during which we invite partner organizations, such as zoos and museums, to develop participatory activities for our parents and students. Our teachers and upperclassmen also develop activities designed to showcase their work in science class during the year.
  - Philosophy Roundtables, which are initially facilitated by the high school philosophy teacher and, by the end of the year, student-led, to which we invite parents and students to discuss texts that students have been reading in class.
  - Field trips to farms to explore sustainable agriculture techniques, which is a theme which runs through our 6<sup>th</sup> grade curriculum, or to Frost Valley to explore how water filters from upstate NY to NYC and to interact with museum docents and staff at the Aqueduct.

In addition to the work we do around finding structures and experiences to support a culture of high expectations, we have a fully developed college office that regularly provides outreach and support to parents and students to expose them regularly to college-level expectations. Our college office increases student and family awareness through a number of structures and events, including:

- Monthly college nights for parents and students focusing on college information for parents. College nights might be focused around financial aid, or early awareness, or a variety of topics to help guide students and families through the college preparedness and application process.
- Annual college fairs and pre-college fairs.
- Weekly lunch meetings for students with admissions representatives from a wide variety of colleges from across the country.
- Individual conferences for students and parents of all 12th grade students, with a focus on college matching, essay development and the application process.
- Grade-wide college trips for 11th grade students to familiarize them with different college environments and increase their exposure.
- This year, we are initiating our first Alumni Day, during which our recent graduates have agreed to return to discuss their experiences at college with our 8th and 9th grade students.

We have also been developing a growing number of internships and opportunities to increase, on the high school level, the exposure to authentic experiences. Some of these opportunities include:

- Internships during the summer for Columbia University Facilities Department
- Working with graduate students in the School of Engineering at CU to develop original research
- Internships with Harlem's new BioSpace Lab
- Internships with the Neuroscience program at the Mind, Brain, Body Institute at CU to learn fundamental techniques of neuroscience research
- Working with mentors from the School of Engineering at CU to help build a Robotics First team at CSS.

Lastly, our teachers, too, have opportunities to model high expectations. Through our partnership with Columbia, CSS teachers are eligible to take one course per semester tuition-free, and many of our teachers use this opportunity to increase their own content knowledge and/or gain new skills. Courses teachers have taken that have resulted in offerings to students at CSS include Latin, Programming, Statistics and Shakespearean Literature.

Some ways that we can measure the impact of our communication of high expectations include:

- Increasing qualification for, and success in, college-level courses at Columbia University (in our first year, we had a group of 23 students in courses at CU. This year, we have doubled that number. In last year's graduating class, 45% of the students had successfully completed coursework at CU, and 92% of them had completed some college-level coursework)
- 80 – 85% of our middle school students choose to stay with us for high school.
- As noted earlier, our SAT and APM measures are in the top 5 – 7 % in the city, our graduation rate is 100%, and our college placement is at 100%.
- Every student applied to multiple colleges and had a range of acceptances from which to choose. 87% of our students chose 4-year colleges, either public or private, and 12% chose 2-year colleges. One student joined the Army. Acceptances ranged from Ivy League universities to community colleges.

### Part 2 – Annual Goal

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

Over the 2014-15 school year, to Increase as described in the action plan and progress monitoring sections, below, student and parent awareness of characteristics that lead to post-secondary success, with a goal of increasing students reaching a mastery level in course grades by 10%.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Increase our communication to parents and students around academic and socio-emotional norms and expectations through: <ul style="list-style-type: none"> <li>- Curriculum nights for parents at the beginning of each year to familiarize parents with the curriculum, assessment schedule and course sequence of the school.</li> <li>- Exposing students and parents to college- and high-school readiness standards through:               <ul style="list-style-type: none"> <li>○ The CSS diploma requirements, which extend beyond the state diploma and increase expectations for student study in the disciplines, as well as require at least one college-level course credit before graduation.</li> <li>○ Developing, with Columbia University, a course</li> </ul> </li> </ul>	students	Sep 2014- June 2015	Lead teachers, supervisors, community partners, student leaders, parent leaders

<p>catalog of 72 courses available for our students to take, and using these as benchmarks for aspirational performance for our students.</p> <ul style="list-style-type: none"> <li>○ Establishing a rubric that details criteria for success in coursework in order to be considered for entry into a Columbia University course, and familiarizing students and parents with the rubric and application process through parent nights, assemblies, and classroom visits from the counselors.</li> <li>○ Creating a National Honor Society chapter and having members push into middle school classes to model and support increased student achievement.</li> <li>○ Inviting students who have NHS potential to NHS events to expose them to benefits and criteria of membership.</li> <li>○ Creating course sequences with minimal tracking – all students take all courses, including advanced and accelerated courses.</li> <li>○ Exposing 8<sup>th</sup> grade students to our 9<sup>th</sup> grade environment through developing a 9<sup>th</sup>-grader-for-a-day for 8<sup>th</sup> grade students.</li> </ul>			
<p>Increase support for students who are struggling academically by:</p> <ul style="list-style-type: none"> <li>○ Having mandatory academic support periods after school for middle school students</li> <li>○ Using advisory periods in middle school to set goals and review academic progress</li> <li>○ Having members of the NHS push into middle school classes to model and support increased student achievement.</li> </ul>	students	Sep 2014- June 2015	Lead teachers, supervisors, community partners, student leaders, parent leaders
<p>Investigating grading practices and working to develop those that most support student understanding of academic strengths and weaknesses, reward persistence and increase confidence, and convey specific steps for improvement. Action steps include:</p> <ul style="list-style-type: none"> <li>○ Develop a committee formed of representatives from parent, student and school staff to review grading practices schoolwide and to make recommendations to the school for refinement/improvement.</li> <li>○ Investigate the effect of different grading philosophies, including dynamic grading and character-based report cards</li> <li>○ Review findings from researchers from Teachers College who are working with some of our high school science students to examine the attitudes of the students towards success in science.</li> <li>○ Measuring student attitudes towards success – we will work on this in two ways this year. One is with a group of researchers from teachers college who are working with some of our high school science students to examine the attitudes of the students towards success in science. Another is a pilot in the 8th grade, where they are instituting “character report cards” to define and measure characteristics such as “grit” and gratitude”. We are still collecting</li> </ul>	students	Sep 2014- June 2015	Lead teachers, supervisors, community partners, student leaders, parent leaders

data with these efforts, but it will give us a way to better understand and address issues of academic performance and social-emotional perception.			
<p>Increase out-of-class opportunities for students, by developing a growing number of internships and opportunities to increase, on the high school level, the exposure to authentic experiences. Specific areas of focus include:</p> <ul style="list-style-type: none"> <li>○ Internships during the summer for Columbia University Facilities Department</li> <li>○ Working with graduate students in the School of Engineering at CU to develop original research</li> <li>○ Internships with Harlem’s new BioSpace Lab</li> <li>○ Internships with the Neuroscience program at the Mind, Brain, Body Institute at CU to learn fundamental techniques of neuroscience research</li> <li>○ Working with mentors from the School of Engineering at CU to help build a Robotics First team at CSS.</li> </ul>	students	Sep 2014- June 2015	Lead teachers, supervisors, community partners, student leaders, parent leaders

**Part 4 – Resources Needed**

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

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**Part 5 – Budget and Resource Alignment**

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

10. Specify a timeframe for mid-point progress monitoring activities.

By June, 2015, review academic data for students to check for patterns of improvement  
By June, 2015, to increase out-of-class opportunities by 10%  
Monthly, from September to June to review agendas and curricular materials from weekly grade level and department meetings to assess progress towards the goal

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

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes			No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?					



## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

There is ongoing and collaborative work around aligning standards, curricula and assessments. Closely tied to our focus on Questioning and Discussion is how the complex ideas raised in class are reflected in the tasks we ask our students to do on a daily basis, and in how and what we assess, on an ongoing basis, in end-of unit and end-of term assessments, and in externally-developed standardized assessments. The work of our department teams is centered around defining what we teach, how we assess what we teach, and how we can use these assessments to make some determination of our effect on student achievement.

- The ELA department worked over the course of last year’s inquiry cycle to examine the prompts and resulting student work on each grade level, and reviewing the work both from the perspectives of the CCLS standards and AP Literature expectations. As a result of this work, they produced a draft document outlining benchmark text and writing expectations from 6<sup>th</sup> to 12<sup>th</sup> grades. This was then reviewed with the Social Studies department lead teacher to create consistent expectations in student writing development in the school. In response to their findings, this year, the ELA team has spent the first months adjusting curricular objectives and better defining writing and reading assessments by grade level. Based on our Regents and SAT results, we have been successful in building strong capacity in our students. Our new target is moving more students into range of successful performance on the AP Literature exam.
- An ongoing discussion in the science department has been what development of science skills looks like over a seven-year period when the course content and Regents assessments are relatively disconnected from each other. Unlike other subjects, which build from year to year, science suffers from a silo effect – how does taking Earth Science prepare you for Biology or Biology for Chemistry? Even the licensing is different for each course, unlike the other disciplines. It takes some ingenuity to find a developmental thread in this odd situation, but our science department has worked steadily to find a scientifically meaningful response to this problem. In reviewing the NGSS and CCLS, they found connections between the idea of argument and experiment, and gaps in the state curriculum where it comes to review and analysis of scientific writing. They decided to work this year to develop units incorporating argument into each science course, with an eye to finding authentic journal articles that students might review and analyze. They have just reviewed the first task from a 9<sup>th</sup> grade class. In light of their findings, they are working to develop a rubric tied to the NGSS that defines scientific argument (hypothesis, experiment design, data gathering, conclusion) to better specify expectations on each grade level.
- The Engineering departments have been working to design and redesign our engineering course sequence. After an enormously productive year working out what engineer needs to know and do, and drafting a rubric that defines skill, concept and knowledge expectations across seven years, they are redesigning tasks for the middle and high school engineering courses, and spent the most recent PD day working out how to assess a student’s level of innovation when designing an engineering solution to a given problem.
- The essential work of the math department is to find those pedagogical and curricular strategies that increase achievement at higher levels of math for more students. One way that we are working towards this is identifying areas of struggle for students and methodically addressing each one to try to find a better way to teach and explain it. An example is division by zero. A typical explanation at the middle school level is that

division by zero is impossible. That explanation closes the door to thinking about the nature of zero and division, and is not mathematically accurate. However, it does not interfere with fluency. One of the shifts in the CCLS is to find those explanations that don't interfere with fluency, but increase conceptual understanding. In other words, find a better way to explain to middle school students what division represents, and what is problematic about division by zero. The Math Department has worked together over the past two years to better address this shift towards conceptual depth, as well as mechanical fluency. They have worked to revise units and assessments to try to develop those items that test conceptual understanding as well as procedural fluency. This year, they have a double task, to understand and implement the new Geometry curriculum, which is a huge content shift from past practice and curricula, and to continue their work on assessment review. Most recently, they have been working to gather assessments across all grade levels to determine if we are assessing all the CCLS mathematical practices on a regular basis, or whether we ignore some and emphasize others. Compared to our peer group, we are moving students relatively well in math, but remain dissatisfied with our Trig Regents results, and continue to work to find ways to bring more students to higher levels in math.

- Much like the science department, the Social Studies team has the problem that the standard curriculum and assessments do not define a development of "social studies" skills from Global History to US History, or from middle school to high school. The document analysis and thematic essay in one exam does not reflect a higher level of critical thinking or analysis than the other. The teachers are left to work out what the arc of development of a social studies student should be over the seven years of instruction at CSS without much guidance from the available standardized curriculum or assessments. Last year, the work of the social studies team roughly paralleled that of the ELA team, with analysis of prompts, tasks and student writing. Although this inquiry cycle was productive in creating a better alignment of what writing benchmarks to set, they still needed to define what essential ideas and content to develop writing assignments around so that they pushed the students to better analysis and understanding of historical context each year. With the publishing of the new NY State scope and sequence and the national C3 curriculum, the social studies team has been working this year to solidify the main developmental objectives for our students in order to better align their assessments vertically. Our Regents results in US History have been strong relative to our peers, even though we test students in the 8<sup>th</sup> grade. For our Global results, we are working towards a higher level of mastery.
- In Foreign Language, we regularly outperform city, state and national averages on AP and LOTE assessments. However, the Spanish Department continues to review and refine its work to improve student performance. A focus last year, after a review of student work on end-of-unit assessments, was to look at the role of cognates in student understanding. After analyzing a variety of assessments, the team realized that students often mistranslated cognates, and especially false cognates. After revising instruction to explicitly address the misunderstandings, student results measurably improved across all subgroups.

The focus on the use of rubrics and review of student work also informs ongoing formative assessment in the classroom and aids in helping students build capacity to self-assess and peer-assess. Teachers use a variety of techniques for ongoing assessment, including exit slips, homework checks, use of student writing as exemplars and use of student test analysis to build understanding of expectations, notebook checks, classroom questioning, student surveys and conferencing.

This ongoing professional work across all departments is an integral part of the professional culture at our school. To inform their work, teachers review curricular materials from city, state and national sources, consult with faculty from Columbia University, parents and partners from community organizations. Teachers here strive to find multiple ways to assess their own effectiveness in order to move students to higher levels of achievement.

## **Part 2 – Annual Goal**

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

Over the 2014-15 school year to build, as described in the action plan and progress monitoring sections, below, on our strong culture of collaboration to continue to identify strategies to improve student performance with a goal of increasing by 10% the number of students prepared for CU-level classes.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>17. Strategies to increase parent involvement and engagement</p> <p>18. Activities that address the Capacity Framework element of Trust</p>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>In ongoing circular 6 meetings, to identify performance objectives that are aligned to the CCLS, and that reflect the course content and grade level, and to create curriculum maps that detail an appropriate progression of texts and course materials and that describe essential questions, targeted skills and proficiencies and benchmark assessments that define student progress, proficiency and mastery expectations in the context of the course and grade level. (teachers, coaches, APs)</p> <ul style="list-style-type: none"> <li>○ To develop a set of shared writing rubrics that are aligned to the CCLS and associated performance objectives and that reflect the vertical and horizontal development of increasingly complex writing tasks in order to better assess student progress towards mastery. (teachers, coaches, APs)</li> <li>○ to use these common assessments (every five weeks) and scholarship data (every six weeks) to assess progress and to predict performance of students in coursework and on standardized assessments and target as necessary for intervention</li> <li>○ To integrate into the core sequences study-skills-based scaffolding and a balance of guided and independent assessments which support students performing at a wide range of proficiency and/or mastery levels.</li> <li>○ Incorporate questions into lesson plans that address at least three levels of inquiry – from more concrete to more analytical and/or evaluative - to improve student responses</li> </ul>	<p>Students, teachers</p>	<p>Sep 2014- June 2015</p>	<p>Lead teachers, supervisors</p>
<p>To modify core curriculum and instructional strategies to build student capacity in reading and writing by:</p> <ul style="list-style-type: none"> <li>○ Incorporating writing tasks into daily work and homework</li> <li>○ Incorporating mini lessons that focus on conventions, vocabulary and grammar into unit plans.</li> <li>○ Increasing the number of extended writing</li> </ul>	<p>Students, teachers</p>	<p>Sep 2014- June 2015</p>	<p>Lead teachers, supervisors</p>

<p>assignments and the frequency of feedback.</p> <ul style="list-style-type: none"> <li>○ For struggling students, fostering strong student engagement by including student-interest-driven text choices in each unit, increasing frequency of feedback for writing assignments and incrementally building to extended writing assignments, reflecting increasing complexity as students progress from one grade to the next.</li> </ul>			
To increase professional development choices for teachers by allocating funds to each department to be spent on professional activities such as conferences, professional materials, coaches, etc. that meet the needs of the department.	Students, teachers	Sep 2014-June 2015	Lead teachers, supervisors, community partners, student leaders, parent leaders
To continue to leverage our partnership with CU to offer our teachers the opportunity to take one course per semester tuition-free, in order to increase their own content knowledge and/or gain new skills.	students	Sep 2014-June 2015	Lead teachers, supervisors, community partners

**Part 4 – Resources Needed**

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

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**Part 5 – Budget and Resource Alignment**

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

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

Monthly, from September to June to review agendas and curricular materials from weekly grade level and department meetings to assess progress towards the goal

By June 2015, increase number of teachers taking courses at CU from 3 – 5

By January, 2015, to allocate funds for teacher development by department

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Leadership is present in the school on many levels, from administration to faculty and staff to student and parent leaders.

Teacher teams and distributive leadership are supported by various structures at CSS. Our basic organization is the following:

Circular 6 time is, with the exception of a few positions, entirely devoted to team work and co-planning. Each department has a team leader, either supported by a comp time position or per session. Each grade level also has a grade-level leader. Teachers belong to a grade-level team and a department team. Grade-level teams and department teams meet in alternate weeks. The schedule for meetings is posted on a shared Google document available to the entire faculty.

In alternate weeks, administrators meet with grade-level team leaders and department team leaders. During these meetings, team leaders share work and also provide feedback about department and/or grade-level needs. In this way, professional development needs are identified. For example, the agenda for the Nov 4<sup>th</sup> PD Day was agreed on and workshops developed to meet the prioritized needs expressed by supervisors and team leaders, with input from department and grade-level team members.

Each administrator also has areas of supervision. The principal oversees ELA and Math; one AP oversees Science, Engineering, Foreign Language and middle school grade teams, and the other AP oversees Social Studies, Art, Phys Ed and high school grade teams. Before department meetings, supervisors meet with department team leaders to develop and refine agendas. Supervisors also participate in team meetings, though as a member and not as the team leader.

By working collaboratively with supervisors, teacher team leaders can influence and help shape the professional work of the school while maintaining a coherent direction towards common school goals.

As noted above, department teams review various forms of data to determine the effectiveness of their approach, as well as to identify patterns of need and strength. In grade-level meetings, teachers review anecdotal data, and progress data from the web-based grade system to determine the composition of after-school intervention groups, to schedule meetings with parents and to develop any grade-wide parent and student communications.

In the SLT, we review data periodically to form a basis for developing our goals and action plan. Data that we review includes school scholarship, standardized test scores, budget and facilities data, among others.

Parents and students have leadership roles in the school beyond the SLT. The principal meets with parents in various configurations a minimum of three times a month, and often five or six times. The SLT, the PTA, breakfasts with the Principal, curriculum nights, and the fundraising arm known as the Friends of CSS are some of the opportunities to gather information and feedback from parents. Students met regularly with the COSAs for middle and high school, and form a backbone of volunteerism and activism in the school. Most recently, students and parents have also become

active in the community, presenting projects for our local City Council member as part of the Participatory Budget project for the city. Several student- and parent-generated projects have been approved for further review by the Council, and one of our parents has been tapped as a facilitator to help other in the district develop projects. In the school, parents and students have influenced courses selections, started sports teams and initiated yearly events which have become rituals.

Finally, our non-pedagogue staff have strong ownership of school goals and show leadership towards meeting them. Though there are many examples, one that is compelling is our college counselor, who single-handedly created the college office, and has conceived and generated annual events that have become part of the culture of CSS, including a yearly pre-college fair, open to all district schools, to which she invites various organization that host summer and pre-college programs that may appeal to middle- through high-school-aged students. She has also organized a yearly career day for our students, and, this year, is working on our first Alumni Day, when our graduates will return on their winter break to talk to our underclassmen about their first semester at college.

The unofficial slogan of CSS is “We build CSS together.” This has manifested itself in many ways – in the initiative taken by teachers, staff, parents and students to generate and implement school-improvement ideas, in the volunteerism and fundraising that helps us fund our programs, in our after-school program offerings that show you can have fun and learn at the same time, to the sports teams that spring up, each year bringing a new city championship runoff. This school is full of leaders, all working together to enrich and support our community.

### **Part 2 – Annual Goal**

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

Over the 2014-15 school year, to continue to support leadership development of teachers, students and parents, to achieve a 10% increase in participation in leadership activities as described in the action plan and progress monitoring sections, below.

### **Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
In alternate weeks, administrators meet with grade-level team leaders and department team leaders. During these meetings, team leaders share work and also provide feedback about department and/or grade-level needs. In this way, professional development needs are identified. For example, the agenda for the Nov 4 <sup>th</sup> PD Day was agreed on and workshops developed to meet the prioritized needs expressed by supervisors and team leaders, with input from department and grade-level team members	Students, teachers	Sep 2014- June 2015	Lead teachers, supervisors,

Devote Circular 6 time to team work and co-planning. Each department has a team leader, either supported by a comp time position or per session. Each grade level also has a grade-level leader. Teachers belong to a grade-level team and a department team. Grade-level teams and department teams meet in alternate weeks. The schedule for meetings is posted on a shared Google document available to the entire faculty.	Students, teachers	Sep 2014- June 2015	Lead teachers, supervisors,
Administrators meet with parents in various configurations a minimum of three times a month, and often five or six times. The SLT, the PTA, breakfasts with the Principal, curriculum nights, and the fundraising arm known as the Friends of CSS are some of the opportunities to gather information and feedback from parents.	Students, parents	Sep 2014- June 2015	Lead teachers, supervisors, community partners, student leaders, parent leaders
Conduct regular student meetings with the COSAs for middle and high school to support a backbone of volunteerism and activism in the school.	Students	Sep 2014- June 2015	Lead teachers, supervisors, COSAs, student leaders

**Part 4 – Resources Needed**

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

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**Part 5 – Budget and Resource Alignment**

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

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

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

Monthly, from September to June to review agendas and curricular materials from weekly and monthly teacher, parent and student meetings to assess progress towards the goal

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

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

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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We have worked to increase our communication to parents and students around academic and socio-emotional norms and expectations. Some of the structures we have put in place over the last year or two include:

- Curriculum nights for parents at the beginning of each year to familiarize parents with the curriculum, assessment schedule and course sequence of the school.
- Exposing students and parents to college- and high-school readiness standards. Some of the tools and structures we have developed to help communicate this are:
  - o The CSS diploma requirements, which extend beyond the state diploma and increase expectations for student study in the disciplines, as well as require at least one college-level course credit before graduation.
  - o Developing, with Columbia University, a course catalog of 72 courses available for our students to take, and using these as benchmarks for aspirational performance for our students.
  - o Establishing a rubric that details criteria for success in coursework in order to be considered for entry into a Columbia University course, and familiarizing students and parents with the rubric and application process through parent nights, assemblies, and classroom visits from the counselors.
  - o Creating a National Honor Society chapter and having members push into middle school classes to model and support increased student achievement.
  - o Inviting students who have NHS potential to NHS events to expose them to benefits and criteria of membership.
  - o Creating course sequences with minimal tracking – all students take all courses, including advanced and accelerated courses.
  - o Using advisory periods in middle school to set goals and review academic progress
  - o Having mandatory academic support periods after school for middle school students
  - o Our annual 9<sup>th</sup>-grader-for-a-day for 8<sup>th</sup> grade students, to expose them to our 9<sup>th</sup> grade environment.
- Cultural events and field trips that include exposing students to high-level academic and/or authentic work-place experiences also serve to model and convey high expectations to our students and parents. Some of these include:
  - o Hispano-American and Black History months, in which, in addition to an evening of cultural celebration, we invite lecturers to the school who discuss issues relevant to the Hispano-American or African-American experience. Students and parents are invited to attend these lectures during their lunch periods.
  - o Family Science night, during which we invite partner organizations, such as zoos and museums, to develop participatory activities for our parents and students. Our teachers and upperclassmen also develop activities designed to showcase their work in science class during the year.
  - o Philosophy Roundtables, which are initially facilitated by the high school philosophy teacher and, by the end of the year, student-led, to which we invite parents and students to discuss texts that students have been reading in class.
  - o Field trips to farms to explore sustainable agriculture techniques, which is a theme which runs through our 6<sup>th</sup> grade curriculum, or to Frost Valley to explore how water filters from upstate NY to NYC and to interact with museum docents and staff at the Aqueduct.

In addition to the work we do around finding structures and experiences to support a culture of high expectations, we have a fully developed college office that regularly provides outreach and support to parents and students to expose them regularly to college-level expectations. Our college office increases student and family awareness through a number of structures and events, including:

- Monthly college nights for parents and students focusing on college information for parents. College nights might be focused around financial aid, or early awareness, or a variety of topics to help guide students and families through the college preparedness and application process.
- Annual college fairs and pre-college fairs.
- Weekly lunch meetings for students with admissions representatives from a wide variety of colleges from across the country.
- Individual conferences for students and parents of all 12th grade students, with a focus on college matching, essay development and the application process.

### Part 2 – Annual Goal

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

Over the 2014-15 school year, to increase participation in parent events and increase student participation in community action projects and community events with the specific targets and measures described in the action plan and progress monitoring sections, below.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Increase parent participation in school events by <ul style="list-style-type: none"> <li>○ Providing child care for evening events.</li> <li>○ Increasing modes of effective communication and recruitment (see below)</li> <li>○ sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand</li> <li>○ Increasing the effectiveness of identifying parent interests and needs and developing workshops and meetings that better address these interests.</li> </ul>	Students, parents	Sep 2014- June 2015	Parent coordinator, supervisors, student leaders, parent leaders
Increase parent participation in routine school functions by <ul style="list-style-type: none"> <li>○ Increasing modes of effective communication and recruitment (see below)</li> <li>○ sharing information about school and parent related programs, meetings and other activities in a format,</li> </ul>	Students, parents	Sep 2014- June 2015	Parent coordinator, supervisors, student leaders, parent leaders

<ul style="list-style-type: none"> <li>and in languages that parents can understand</li> <li>○ Breaking school parent involvement needs into specific tasks with defined time and work commitment and expectations.</li> </ul>			
<p>Increase student and parent community involvement by</p> <ul style="list-style-type: none"> <li>○ Developing strategies to increase applications from District 5 families</li> <li>○ Increase student involvement in participatory budgeting process for local Council.</li> <li>○ Develop In Social Studies a Community Involvement sequence that leads students to develop and implement authentic community action projects.</li> </ul>	Students, parents	Sep 2014-June 2015	Parent coordinator, admissions director, supervisors, student leaders, parent leaders
<p>Increase effectiveness of parent communication by</p> <ul style="list-style-type: none"> <li>○ Developing a survey that gathers information about how parents hear about events, to be gathered at every event, in order to identify the most and least effective means of communication.</li> <li>○ Identify the number of parents who log in to email accounts at CSS on a regular basis in order to assess the effectiveness of this mode of communication.</li> <li>○ Use the information gathered from the above assessments to better understand the communication habits of our parents and to develop a communication system that better aligns to these habits.</li> </ul>	Students, parents	Sep 2014-June 2015	Parent coordinator, supervisors, student leaders, parent leaders

**Part 4 – Resources Needed**

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

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**Part 5 – Budget and Resource Alignment**

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

x	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

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

By February, to have developed survey instruments and begun the process of gathering information to assess communication needs

By the end of the year, to have students currently participating in community projects present to peers and parents about those projects.

Review curricular documents and agendas from social studies meetings to determine progress towards community action sequence.

By September, 2015, to develop a plan for outreach in D5 schools to increase applicants

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

41. Did the school meet the mid-point benchmark(s) in the timeframe specified?	<b>X</b>	Yes		No
42. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

**Section 6: Academic Intervention Services (AIS)**

***(Required for All Schools)***

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

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who fall below grade level performance in ELA are assigned to a small group during the extended day period where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.	Teacher-designed materials	Small group	After school
<b>Mathematics</b>	Students who fall below grade level performance in math are assigned to a small group during the extended day period where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.	Teacher-designed materials	Small group	After school
<b>Science</b>	Students who fall below grade level performance in science are assigned to a small	Teacher-designed materials	Small group	After school

	group during the extended day period where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.			
<b>Social Studies</b>	Students who fall below grade level performance in social studies are assigned to a small group during the extended day period where they get personalized support from the content-area teacher. The teacher reviews the students' areas of strength and weakness based on classroom assessments and summative exam results and develops materials designed to increase the students' performance in these areas.	Teacher-designed materials	Small group	After school
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk services are provided by the Guidance counselor, ABC mental health team to students who display behavioral or emotional stress, as identified through teacher observation and/or an increase in disciplinary incidents	Programs are various and are chosen by the counselor or the mental health team to meet the needs of the student	Services are delivered on site	Services may be provided during the school day or during the extended-day period

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.					
	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>	<b>x</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

**2b. High Quality and Ongoing Professional Development**

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

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

**3b. TA Coordination with the Regular Program**

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

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

**<sup>1</sup>Explanation/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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.
8. **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:

9. **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.
10. **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.

11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

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### Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

### **School-Parent Compact (SPC) Template**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>362</b>
School Name <b>Columbia Secondary</b>		

### 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 <b>Miriam Nightengale</b>	Assistant Principal <b>Lenice Nelson</b>
Coach <b>N/A</b>	Coach
ESL Teacher <b>Diana Senechal</b>	Guidance Counselor <b>Elsa Cordoba</b>
Teacher/Subject Area <b>Sarah Hart</b>	Parent <b>Daisy Gonzalez-Farina</b>
Teacher/Subject Area <b>English</b>	Parent Coordinator <b>Andi Velasquez</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team) <b>Gerard Beirne</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>665</b>	Total number of ELLs	<b>2</b>	ELLs as share of total student population (%)	<b>0.30%</b>
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
Push-In				1	1	1					1	1		5
SELECT ONE														0
<b>Total</b>	0	0	0	1	1	1	0	0	0	0	1	1	0	5

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	1
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	1

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	1								1	1

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

**C. Home Language Breakdown and ELL Programs**

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>    </u>	Asian: <u>    </u>	Hispanic/Latino: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>    </u>	Other: <u>    </u>

**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										1				1
Chinese														0
Russian														0
Bengali													1	1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>								

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)										1			1	2
Total	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>								

**NYSESLAT Modality Analysis**

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1		1	
Integrated Algebra	1		1	
Geometry	1		1	
Algebra 2/Trigonometry	1		1	
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography	1		1	
US History and Government	1		1	
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.  
Our school uses teacher assessments, baseline writing and math assessments and analysis of state tests to assess the literacy and math skills of our students. As reflected above, our students perform at or above grade level on these assessments and typically quickly test out of the ELL system.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Our student results show proficiency and/or mastery of state examinations and classwork.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
We have no historical NYSESLAT data to inform our teaching, as our students have not historically qualified for this assessment.
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?
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](#).)
6. How do you make sure that a child’s second language development is considered in instructional decisions?
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?
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The effectiveness of our program is based on the success of our students' performances on a variety of measures, including state tests, the NYSESLAT and teacher-generated coursework, assessments and grades.

## 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](#).)  
At enrollment teachers and translators conduct informal oral interviews with newly admitted New York City public school students and their parents in English and the home language. Our parent coordinator and admissions coordinator provide the informal oral interviews with parent and child, at which point, if identified, our ESL teacher will also conduct an oral interview and then administer the Home Language Identification Survey (HLIS) to the parents. Home Language Identification Survey forms are reviewed to determine student's eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of enrollment. Students with OTELE codes other than “NO” are administered the LABR. If the HLIS indicates that the child may be an ELL, the student is tested with the Language Assessment Battery-Revised (LAB-R) and, when applicable, the Spanish LAB-R, within ten days of enrollment. This screening and testing is conducted by ESL teacher/coordinator Diana Senechal, who has been trained in the administration of the LABR to eligible students, and who administers it in the first week of school, or within 10 days of enrollment. Students eligible for ESL services are grouped according to need and mandate, and are scheduled for appropriate ESL services. In the spring, all English Language Learners, including those who are NYSAA and “X” coded special education students are administered the NYSESLAT to determine achievement and future eligibility for ESL services.. Translation services for Spanish are provided by Parent Coordinator, Andi Velasquez and Guidance Counselor/Programmer, Elsa Cordoba. Translators are hired for languages other than Spanish. Students entering our school from a New York City public middle or high school are identified as ELLs based on their most recent NYSESLAT score.

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.  
 The Parent orientations are conducted for parents of newly enrolled ELLs in September and throughout the year to provide them with information about program offerings. The orientations are facilitated by Guidance Counselor Elsa Cordoba. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available during the orientations. Informational materials are also available in the parents' home language, such as A Guide for Parents and the New York City DVD instructing parents to programs available to ELLs. All print materials, the instructional DVD and the oral presentation contain explicit information about the three program choices—Transitional Bilingual Education, Dual Language and Freestanding ESL—available to students. The orientation facilitator explains the parents' rights to the program of their choice. ELL parents are also contacted and encouraged to attend all PTA functions and semi-yearly Open School opportunities. Parents who do not participate in scheduled meetings are contacted by telephone or written communication is sent home inviting them to meet with an ESL teacher and complete the forms. Bilingual staff including teachers, family workers, paraprofessionals, bilingual "outreach" school aids are employed to ensure that all families are aware of their options, and that their letters are returned. There are very few ELLs in the school, and, over the past five years, it has been hard to establish a trend with such small numbers.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)  
 Our small numbers do not support a stand-alone ESL and/or dual-language program - currently, there are only 3 students identified as ELLs in the school. Regardless of the numbers, ELL parents are regarded as important partners in the school community. We have a full-time Parent Coordinator and attendance teacher to ensure effective and ongoing communication with parents. Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translator as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.
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.  
 This screening and testing is conducted by ESL teacher/coordinator Diana Senechal, who has been trained in the administration of the LABR to eligible students, and who administers it in the first week of school, or within 10 days of enrollment. Students eligible for ESL services are grouped according to need and mandate, and are scheduled for appropriate ESL services. In the spring, all English Language Learners, including those who are NYSAA and "X" coded special education students are administered the NYSESLAT to determine achievement and future eligibility for ESL services.. Translation services for Spanish are provided by Parent Coordinator, Andi Velasquez and Guidance Counselor/Programmer, Elsa Cordoba. Translators are hired for languages other than Spanish. Students entering our school from a New York City public middle or high school are identified as ELLs based on their most recent NYSESLAT score.
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.  
 The identified students are pulled out and given each section. The listening section, students are pulled out individually.
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.   
 Our parent choice forms indicate a consistent preference for push-in support as opposed to a stand-alone model, expressing a belief that this is the best way for their children to acquire English quickly. Our program is in line with parent requests. Indeed, being a screened school, ELL parents choose to apply for admission based on their preference for our academic program.

## 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])?

Columbia Secondary School has a screened program. One of the entrance requirements of the screen is proficiency or mastery of the ELA and math state tests. We have few ELLs - to date, we have three. One is French speaking, one Spanish speaking and one Russian speaking. because a stand-alone program is not feasible in this situation, our program consists of supplementary support for our ELLs, both within the school day through push-in and small group work, and outside the school day in tutorial and mentoring support. Our ELLs are heterogeneously grouped with the non-ELL population, and they use the grade-level and/or accelerated materials that the general population uses. Their state test scores, see chart below, tend to be equivalent to their classmates' scores. Paste response to questions here:

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)?

Our students are categorized as Advanced, so are mandated to receive 180 minutes per week in support. We provide this support through push-in services, and have an ESL teacher who pushes in to the 8th and 9th grade ELA classes in order to provide support. ELA classes last 45 minutes, so over the course of the week, four push-in periods supply 180 minutes of support. Students are also given support in their native language by bilingual staff members. All three students have tested at or above grade level in state tests and are, accordingly, given the grade-level materials that are appropriate for their level of performance. Newcomers are provided extra instructional time through supplemental ESL periods, and individual tutoring. We have one ELL receiving service 4 – 6 years who is newly enrolled in 9th grade this year. He receives targeted support provided by the ESL teacher and through the Harlem Tutorial Program

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.

Classrooms are print-rich, employing word walls, in-class libraries and publicizing students work. As per CR Part 154, the native language is used 25% of the time to access students' transferable skills. Academic rigor is valued and expected. A fully certified ESL teacher provides supplemental instruction to ELLs. Native language materials such as books, newspapers and CDs are available in classroom and campus libraries.

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

Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success. Small group tutorials are programmed and matched to facilitate specific content needs. All students take electives in

content-rich and experiential art classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general “test sophisticated” classroom culture. Teachers use Datacatation and ARIS to access program-wide data on student performance.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general “test sophisticated” classroom culture. Teachers use Datacatation and ARIS to access program-wide data on student performance.
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).

Teachers have common planning time to discuss students, student data and strategies for success. Small group tutorials are programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general “test sophisticated” classroom culture. Teachers use Datacatation and ARIS to access program-wide data on student 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?

Content area teachers are given support and materials to scaffold content for ELLs. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs. Teachers have common planning time to discuss students, student data and strategies for success. Small group tutorials are programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general “test sophisticated” classroom culture. Teachers use Datacatation and ARIS to access program-wide data on student performance.

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?

We base instruction primarily on grade-level State Standards and differentiate among ELL subgroups according to English proficiency level, academic preparedness and years of service. All lessons are differentiated through teacher-student conferences, graphic organizers, leveled texts, use of the native language and alternative assessments.

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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


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

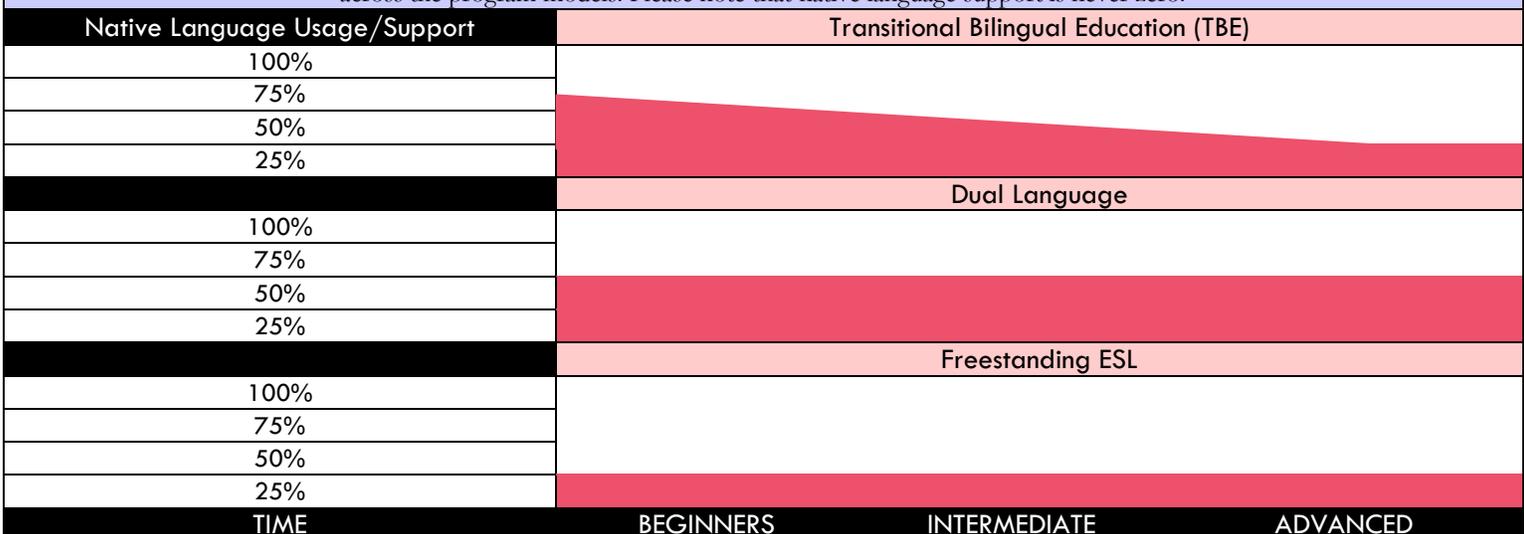
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Content area teachers are given support and materials to scaffold content for ELLs and to identify instructional materials, including technology, that support ELLs and all our learners. Examples of these supports include leveled content texts, word walls, native language texts and alternative assessments. ESL teachers also provide information about cultural differences and learning styles of ELLs.
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 have common planning time to discuss students, student data and strategies for success. After school and supplemental services include small group tutorials which are programmed and matched to facilitate specific content needs. All students take electives in content-rich and experiential art classes. Effectiveness of instruction is assessed by classroom instruments, teacher and student self-assessments as well as standardized tests such as the State ELA and subject area exams, the subject area Regents and the NYSESLAT, all of which are addressed explicitly through test item prep lessons and a general "test sophisticated" classroom culture.
11. What new programs or improvements will be considered for the upcoming school year?
- We offer language classes in Spanish and Latin. The ELA teacher meets with the students' other content area teachers to discuss targeted ESL strategies for the newly enrolled student.
12. What programs/services for ELLs will be discontinued and why?
- ELL students who reach proficiency on the NYSESLAT continue to receive small-group support and tutorial support.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students have access to all school programs. Newly enrolled ELL students, no matter what grade level are invited to our orientations over the summer and at the beginning of the school year. All ELL students have homework help with their ELA or content area teacher, as well as with outside tutors, who can provide native language support.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Our supports, consistent with the performance level of our ELLs, are aligned to grade-level standards and support the grade-level instructional goals of the ELLs. Teachers use Datacation and ARIS to access program-wide data on student performance.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Paste response to question here:
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- As all of our ELLs are performing at or above grade level, targeted intervention is not as much a focus as general strategies that serve to allow entry points for various types of learners.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- we try to "buddy" the newly enrolled student with an older student who can serve as a peer mentor. The students are also encouraged to join after-school clubs and sports.
18. What language electives are offered to ELLs?
- spanish and latin
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions here:

### **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.

Five 50-minute professional development sessions will be devoted to ELL services. ESL teachers will meet with content-area teachers during daily team planning time to assist them in planning, delivery of instruction and assessment. All teachers and administrators serving ELLs will participate in regional professional development offerings, such as how to administer the NYSELAT and techniques on differentiating instruction and aligning ELL instruction with State Standards. All content teachers will be trained to develop a college-going culture for ELLs as well as general education students that will begin in 6th grade, as students transition from elementary school. Implementation and effectiveness of professional development will be assessed by classroom observation by administration and coaches, as well as self-reflection. The ESL teacher will turn-key the training listed above to English and content area teachers, as well as secretaries and the parent coordinator in five 1-hour workshops. These workshops will be held the Monday after each training session. Professional development will be effected throughout the school community.

Our ESL teacher plans weekly with content area teachers, assistant principals and principal to build their capacity in ensuring the rigor of content delivery while building entry points for students such as sentence-starters, organizational tools, language analysis and reading strategies. These weekly sessions last 45 minutes, resulting in 225 monthly minutes of teacher and staff training.

Our support staff, such as the guidance counselor, office staff and parent coordinator, participate in twice-yearly, half-day workshops offered by the network and/or centrally. The guidance counselor is also trained in transition needs and routines as our students transition from middle school to high school. We do not have a graduating class.

## 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?

ELL parents are regarded as important partners in the school community, and Columbia Secondary School schedules many opportunities for parents to become involved and informed about their children's education. Our parent involvement activities address the needs of the parents by offering an avenue to strengthen the home school connection, an opportunity for the parents to improve their English literacy, and an opportunity to become part of the social fabric of our school through the various celebrations and participation in activities.

Parent orientations are conducted for parents of newly enrolled ELLs in September and throughout the year to provide them with information about program offerings. Opportunities are made available for parents to ask questions regarding ELL services. Translators are available for the parent orientations. Informational materials are also available in the parent's home language, such as A Guide for Parents and the New York City DVD instructing parents to available programs for ELLs. . For example, curriculum conferences are scheduled in September, and parent-teacher conferences in November and March. Parents are invited to participate in school events, field trips, and classroom writing celebrations. CSS has a well-established "Parent Involvement Program" (PIP) that seeks to validate the language and cultures of the families, while acclimating them to the new environment. Bilingual staff such as teachers, Family Workers and School Aids assist with outreach on a regular basis.

We offer workshops for parents in using technology and have such as hours for parents in our community garden. We are planning to host "hands on" content area evenings for ELL families, through Title III. Parent Needs are assessed through the Parent Coordinator and the School Leadership Team in conjunction with the Parent's Association. We have a full-time Parent Coordinator and attendance teacher to ensure effective and ongoing communication with parents. Teachers, administrators and guidance counselors talk with parents to ensure that they understand our and their rights and responsibilities with regard to education their children. Based on the Home Language Survey, we anticipate translation needs and provide translator as needed. Parents are encouraged to, and indeed do, participate in the PTA and SLT and attend all school functions such as award dinners and fund raisers.

## 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: Columbia Secondary**

**School DBN: 05M362**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Miriam Nightengale	Principal		9/30/13
Lenice Nelson	Assistant Principal		9/30/13
Andi Velasquez	Parent Coordinator		9/30/13
Diana Senechal	ESL Teacher		9/30/13
Daisy Gonzalez	Parent		9/30/13
Sarah Hart	Teacher/Subject Area		9/30/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Elsa Cordoba	Guidance Counselor		9/30/13
Gerard Beirne	Network Leader		
	Other _____		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 05 School Name: 362

Cluster: 536 Network: cei-pea

**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**

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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.

At enrollment teachers and translators conduct informal oral interviews with newly admitted New York City public school students in English and the home language. They administer the Home Language Identification Survey (HLIS) to parents. Home Language Identification Survey forms are reviewed to determine student's eligibility for LAB-R testing and placement in the appropriate ESL classes within ten days of enrollment

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.

The school has a relatively low percentage (15%) of families which require written and oral translation/interpretation. Our new families report to the Admissions and Parent Coordinators, in addition to the HLIS.

## Part B: Strategies and Activities

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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.

Our Admissions and Parent Coordinators, as well as the ESL teacher provide translation services to any family requesting services. Any notification sent home is translated to the home language of that particular family. All DOE memo's and notifications are copied in the language to also meet the families needs.

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.

Our oral interpretation is provided by Roxana Bosch and Andi Velasquez. They are our Admissions and Parent Coordinators respectively.

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>.

All parental notifications are translated for our families by the Parent Coordinator, Andi Velasquez. Our common language of language of translation is Spanish. Our Admissions Coordinator identifies incoming families with HLIS within the first 10 days of admission. Our critical documents to the family are provided through the DOE and distributed to families through standard mail, email and phone message.