



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**04M409**

**School Name:**

**COALITION SCHOOL FOR SOCIAL CHANGE**

**Principal:**

**JOHN SULLIVAN**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: COALITION SCHOOL FOR SOCIAL CHANGE School Number (DBN): 04M409  
School Level: High School Grades Served: 9-12  
School Address: 2351 FIRST AVENUE  
Phone Number: 212-831-5153 Fax: 212831-5951  
School Contact Person: JOHN SULLIVAN Email Address: Jsulliv3@schools.nyc.gov  
Principal: JOHN SULLIVAN  
UFT Chapter Leader: Randi Albert  
Parents' Association President: Tyneka Burns and Simone Burns Co-presidents  
School Leadership Team Chairperson: Michael Mastrocinque  
Student Representative(s): Aladdin Chapel and Iman Koufaify

**District Information**

District: 04 Superintendent: FRED WALSH  
Superintendent's Office Address: 333 7<sup>th</sup> Avenue, New York NY 10001  
Superintendent's Email Address: fwalsh@schools.nyc.gov  
Phone Number: 212-356-3739 Fax: \_\_\_\_\_

**Cluster and Network Information**

Cluster Number: \_\_\_\_\_ Cluster Leader: \_\_\_\_\_  
Network Number: CFN 112 Network Leader: Kathy Pelles

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

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
John Sullivan	*Principal or Designee	
Randi Albert	*UFT Chapter Leader or Designee	
Simone burns	*PA/PTA President or Designated Co-President	
Ryan Echevaria	DC 37 Representative, if applicable	
Aladdin Chapel and Iman Khoufaify	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Michael Mastrocinque	Member/ UFT Teacher	
Kelly Bridwell	Member/ UFT Teacher	
Stephanie Hire	Member/ Parent	
Diane Green	Member/ Parent	
	Member/ Student	
	Member/	

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> <li> <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.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <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.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <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.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <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.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <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                 </li> </ul>	

administrators value each other.

## Accountability Tools and the Capacity Framework

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

### NYSED's Six DTSDE Tenets

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

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

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

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

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

## Section 4: SCEP Overview

Develop a narrative summary that includes:

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

Coalition School for Social Change's mission and vision calls for us to prepare our students to be global citizens, to be able to articulate how they learn best and to be prepared to successfully enter the college and career world. It further calls for us to meet each student at their individual levels, to help them learn at their own pace and to help them gather strategies and resources to help them learn. The Coalition School for Social Change's community of staff and students dedicates itself to examining social problems, developing social conscience, and working toward social change. Employing curriculum that requires students to think creatively and work independently, we strive to educate our young people with a challenging intellectual environment as they prepare themselves to meet personal goals, pursue further education, and begin meaningful careers. By combining strong academic preparation with social commitment, our students graduate as lifelong learners who will contribute to the development of a democratic and humanistic society.

Our program goals include:

- teacher use of technology in their daily lessons and units
- strategies to increase student engagement
- individualize learning for all students
- help students learn to transfer their everyday technology skills and apply them as learning strategies
- expand student learning beyond the classroom confines
- expand the learning hours beyond the parameters of the traditional school day
- increase the number of students completing classes and gaining the credits needed toward the graduation requirements and Regents pass rates
- resources available to teachers and student beyond just the materials that we physically have in our school building
- Internship program for students eligible for CDOS
- Programs and workshops for parents
- Community celebrations throughout the school year
- Increased parent participation

Coalition School for Social Change is a school comprised of 30 staff members and 300 students. The student population is comprised of 30% students with disabilities, 11% English Language Learners, and about 37% students that are considered overage/under-credited when they start high school. All of our students are eligible for free and reduced lunch through the universal lunch program.

In the last three years we have done tremendous work in changing our school culture. In the past many of our students and families did not value the importance of attending school and preparing for the worlds of college and career. In the last year, we have moved our daily attendance from 74% to 79.4%, currently in 2014-15 our attendance rate is trending 80%.

We have implemented routines and practices that helped us move from a Quality Review score of Underdeveloped in 2010-11 to a score of Proficient with several well-developed features in 2013-14. We have implemented many after school programs to meet both the academic, cultural and athletic needs of our students. At Coalition School for Social Change, the leadership team has been working together for the last three years. The team is comprised of the school principal, assistant principal for special education, and assistant principal

of curriculum and instruction. The leadership is further comprised of teacher leaders for each grade, content area and special education teachers. There is time dedicated in our week for grade team and content teams to meet. Each week of meetings is designed to look at student progress, plan strategies, review student work and contact/meet with parents.

Students work independently and with teacher support with programs such as ACHIEVE 3000, PLATO/Edmentum, CompassLearning and Pearson's on-line Spanish Language enhancements. Teachers use the data gathered from student work with the programs named above to design individual learning plans for students.

In 2013-14 we partnered with Partnership With Children to provide social and emotional supports to our students and families in need. As part of the program we instituted support groups, additional individual counseling, and programs for parents/guardians that needed support and to support their children. Through this work we saw an increase in attendance, decrease in suspensions and increase in students that were resistant to school getting more involved in available programs. In December 2014, we will be meeting with Partner Ship with Children to have services begin in January 2015 with the release of the Priority/Focus funding.

We are engaged in improving student understanding of how they learn through our work with the Academic and Behavior Pilot. We are engaged in looking at how to improve how we teach writing and our students ability to write strong argument essays and write on demand through our work with the NYC DoE Collaborative Action Project. Our professional development is focused this year on improving the student engagement in class. We have been learning strategies like, cold calling, turn and talk, accountable talk and Socratic Seminar. Observation feedback is pointed to the student engagement and level of discussion in the room.

CSSC has classes schedule for parents after each PTA meeting. We held a back to school night in September, Chorus concerts in December, February and May to encourage parent engagement in our school. Grade teams meet and call parents on a weekly basis.

Our attendance team meets weekly. The city attendance teacher assigned to CSSC makes weekly home visits. We have been able to increase our daily attendance to 80% as of December 2014. Our goal is to maintain the 80% for the entire school year.

### 04M409 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	286	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	71.9%	% Attendance Rate	79.0%	
% Free Lunch	74.6%	% Reduced Lunch	0.6%	
% Limited English Proficient	9.3%	% Students with Disabilities	28.6%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American	43.1%	
% Hispanic or Latino	51.8%	% Asian or Native Hawaiian/Pacific Islander	2.6%	
% White	1.3%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	1	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	4.2%	% Teaching Out of Certification (2013-14)	14.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	7.13	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	44.9%	Mathematics Performance at levels 3 & 4	23.5%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	66.2%	% of 2nd year students who earned 10+ credits	50.6%	
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate	27.3%	
6 Year Graduation Rate	54.5%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	NO			

### 04M409 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	286	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	5	# Music	N/A	# Drama
# Foreign Language	5	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	71.9%	% Attendance Rate		79.0%
% Free Lunch	74.6%	% Reduced Lunch		0.6%
% Limited English Proficient	9.3%	% Students with Disabilities		28.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		43.1%
% Hispanic or Latino	51.8%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	4.2%	% Teaching Out of Certification (2013-14)		14.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	44.9%	Mathematics Performance at levels 3 & 4		23.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	66.2%	% of 2nd year students who earned 10+ credits		50.6%
% of 3rd year students who earned 10+ credits	57.1%	4 Year Graduation Rate		27.3%
6 Year Graduation Rate	54.5%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				

#### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

#### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

### 04M409 School Information

School Configuration (2014-15)				
Grade Configuration	09,10, 11,12	Total Enrollment	286	SIG Recipient

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# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
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% Title I Population	71.9%	% Attendance Rate		79.0%
% Free Lunch	74.6%	% Reduced Lunch		0.6%
% Limited English Proficient	9.3%	% Students with Disabilities		28.6%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.6%	% Black or African American		43.1%
% Hispanic or Latino	51.8%	% Asian or Native Hawaiian/Pacific Islander		2.6%
% White	1.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.18	# of Assistant Principals (2014-15)		1
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	4.2%	% Teaching Out of Certification (2013-14)		14.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.13
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	44.9%	Mathematics Performance at levels 3 & 4		23.5%
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% of 1st year students who earned 10+ credits	66.2%	% of 2nd year students who earned 10+ credits		50.6%
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6 Year Graduation Rate	54.5%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing		Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		X
Priority School				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
<b>Accountability Status – High Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			

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

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

Expand and refine academic tasks to consistently emphasize higher order skills and more rigorous tasks for all learners(1.1)  
 Strengthen teachers' planning and practice that consistently provide for multiple entry point into the curricular and units to promote high levels of student engagement and thinking.(1.2).  
 Provide Teacher with on-going professional development to improve student engagement

### Part 2 – Annual Goal

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

Through work in content teams and staff professional development have curriculum aligned to the Common Core Learning Standards as measured by the curriculum maps submitted in fall 2014 for feedback and the Spring 2014-15 maps submitted by teachers. Teacher lessons will include variety of student engagement.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the
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>
<ul style="list-style-type: none"> <li>• English Department is working on horizontal and vertical alignment of curriculum</li> <li>• Through CARP (Collaborative Action Research Project with NYC implementing writing skills curriculum for all content areas that students should be able to master by each grade</li> <li>• We have purchased TCI Global Curriculum for the history department.</li> <li>• We have purchased a curriculum for the beginning ESL classes, Milestones. This will allow us to differentiate instruction based on student levels.</li> <li>• Purchased and working with Network on implementing IMP math curriculum in Algebra and Geometry</li> <li>• SPED team continually works with the teaching staff to make accommodations for students but keep the level of rigor</li> <li>• Purchased Edmentum/PLATO and Compass Learning on-line programs for credit recovery and electives program</li> <li>• Purchased PROQUEST license for all teachers to use as a tool to differentiate the reading material used in classes</li> <li>• Five Advanced Placement Courses (Biology, US History, English Composition and English Literature, and Statistics).</li> <li>• Using some Engage NY curriculum for English 9</li> <li>• Grade teams meet weekly. The meetings are broken into a four-week cycle. Each week has a focus for the team meeting.</li> <li>• Content area teams meet weekly. The meetings are broken into a four-week cycle. Each week has a focus for the team meeting</li> <li>• Co-teachers meet several times a week. During this time they do lesson planning, grading etc.</li> <li>• Tuesday afternoons are used for family outreach.</li> <li>• Teachers participating in Network Professional development</li> <li>• Dist. 75 Partnership provides pd for 9<sup>th</sup> grade teachers and full staff</li> <li>• CDOS Internship Program</li> </ul>	<p>Teachers to support SWD, ELLs, Students that are overage and under credited. Parents so that they can assist their child</p>	<p>-October 2014 teachers align curriculum maps to CCSS</p> <p>-February 2015 teachers make adjustments to curriculum maps</p> <p>-By June 2015 ESL curriculum fully implemented by students' levels</p> <p>-January 2015 SPED Teachers lead PD on accommodations. Ongoing for the rest of the school year</p> <p>-January Review of Achieve 3000 and Edmentum for student progress and needs</p> <p>-Weekly grade meetings review and assess student work</p> <p>- Weekly grade meetings review and assess student work</p> <p>- SPED team meets bi-weekly to review and assess student supports</p> <p>-Weekly professional development</p>	<p>John Sullivan Karen Ward Sara Powers</p> <p>Content Team Leaders John McWilliam Sara Powers Kelly Bridwell Keva Adams</p> <p>Grade Team Leaders Bill Askins Michael Ritacco Mark Lion Rick Black</p> <p>A.P. Teachers: Keva Adams Michael Ritacco Sara Powers Mark Lion</p> <p>All teachers – Total of 23</p>


**Part 4 – Resources Needed**

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

1. Ongoing Professional development for teachers on CCSS and strategies to support and engage students
2. Pd for teachers on writing in the content areas
3. Professional development for teachers on differentiation of instruction
4. Teachers are participating in the Network Labsites
5. Grade Inquiry teams reviewing student work and implementing strategies for student growth
6. Content Inquiry teams reviewing student work and implementing strategies for student growth
7. CSSC is participating in the NYC DoE Academic and Behavior Pilot
8. CSSC is participating in NYC DoE Action Research Project
9. 21<sup>st</sup> Century Grant used for Teacher Professional Development
10. Fair Student Funding used to fund PLATO/EdMentum which is managed by one teacher. Content area teachers advise when needed on course materials and review of student work.
11. NYSSTVP finding used to update technology and to fund Compass Learning

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

21<sup>st</sup> Century Grant, NYSSTVP, Fair Student funding, NYC DoE Funding CARP, APEX Grant

**Part 6 – Progress Monitoring**

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

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
  2. Specify a timeframe for mid-point progress monitoring activities.
1. CCSS included in all curriculum maps
  2. Mock Regents Exams to gauge student progress in regent classes
  3. Mock AP exams to gauge student progress in AP courses
  4. Review of Achieve and Edmentum/PLATO data to see the progress that students are making
  5. Mid-term exams used as way for teachers to assess student progress ½ way through each semester
  6. Use of exit slips for teachers to assess at the end of each lesson how students are learning with material taught
  7. Increase in ESL students moving to next level
  8. Teachers use Pro-quest to level reading materials in class
  9. Increases course pass in Algebra and Global

Increase regents pass rate in Algebra and Globa;  
10. PM Academy in both Fall and Spring semester  
11. Saturday tutoring

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

1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?
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## Section 5: Needs Assessment, Annual Goals and Action Plans

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

- Increase student attendance.
- Increase in social and emotional supports given to students and families as means to increase the credit accumulation and Regents pass rates.

### Part 2 – Annual Goal

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

Partnerships and school-wide practices for support in place to meet the social and emotional needs of all students as measured by an increase in overall school attendance to consistent 80% for the 2014-15.

### Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>Strategies to address the needs of students with disabilities,</li> </ul>			

<p>English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> <li>Strategies to increase parent involvement and engagement</li> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<ol style="list-style-type: none"> <li>Mt. Sinai Teen Adolescent Center workshops on various health and safety issues for young adults</li> <li>Big Brother, Big sister Mentoring program</li> <li>Learning Center available every period of the day</li> <li>SPARK Counselor on staff. Offers leadership class to students, drug/alcohol/sex prevention, and individual and group counseling</li> <li>As part of the Grade Team meeting cycles, there is a time allotted to review and identify students needing support. There is a time allotted to just supporting and reviewing needs of SWD</li> <li>Grade outreach to families has greatly increased. Including monthly team newsletter and all school newsletter.</li> <li>School-wide celebrations in place to promote community and share in our successes</li> <li>Early Stages theater program</li> <li>TDF Theater program</li> <li>AMAS music and theater program</li> <li>CSSC participating in the Academic and Behavior Pilot</li> <li>Leadership Program doing workshops for teachers and parents</li> <li>Priority/Focus money being used to bring Partnership with children back. (December 2014 allocation given)</li> <li>Partnership with Manhattan DA office for youth program in lieu of suspensions.</li> <li>PM academy</li> <li>Saturday Tutoring</li> <li>CDOS Internship Program</li> <li>Trips to support classes, example attend Broadway shows that align to the History curriculum for ELLs</li> <li>Attendance team weekly meetings and visits and out reach to families</li> </ol>	<p>SWD, ELLs, Students that are overage and under credited</p>	<ol style="list-style-type: none"> <li>Offered throughout the school year</li> <li>Operates throughout the school year</li> <li>Operates throughout the school year</li> <li>Class meets daily, counseling sessions scheduled weekly and as needed. Whole school presentations done throughout the year</li> <li>Learning center is open all periods of the day and staffed by a dean</li> <li>Teachers work with org. to expose students to Broadway shows that support the work being done</li> </ol>	<p>John Sullivan</p> <p>Karen Ward (AP)</p> <p>Lori Friedman (Guidance Counselor)</p> <p>Neva Small ESL and Health Teacher</p> <p>Ryan Echevarria (SPARK Counselor)</p> <p>The PTA</p> <p>Jose Gallon (Dean)</p> <p>Josh Porzio (dean)</p> <p>George Ball (assistant Dean)</p> <p>Sara Powers (AP)</p> <p>Randi Albert (SPED Teacher)</p> <p>Michael Mastrocinque (SPED Teacher)</p>

		<p>in class</p> <p>7. Began our work with the Academic and Behavior Pilot in November 2013 and will run through June 2014</p> <p>8. Weekly Content team meetings</p> <p>9. Weekly Grade team meetings</p> <p>10. Leadership Program presents to parents following each PTA meeting.</p> <p>11. Leadership program works with teachers scheduled 3x during the school year</p> <p>12. CDOS program provides career readiness skills to students with IEP</p>	
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**Part 4 – Resources Needed**

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

1. CSSC participating in the DoE Academic Behavior Pilot
2. 21<sup>st</sup> Century Grant
3. Priority focus money (allocated to school in December 2014) to fund the work with Partnership with Children  
Adjustment to schedules will have to be made for counseling and groups

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

21<sup>st</sup> century grant, Priority/Focus Funds

**Part 6 – Progress Monitoring**

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

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

Weekly attendance meetings and schedule of home visits by attendance teacher.  
January meeting for families of students with 60% or less attendance.  
Grade team monitoring of student progress and additional supports put into place/adjusted as needed.  
PM Academy offerings adjusted to meet student needs in Spring Semester.

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

As a school we do a good job of creating a safe and nurturing environment based on the needs of the students. Our Professional Development plan for the 2014-15 school year includes strategies for student engagement and writing improvement.

Continued review of our curriculum, supplementing with resources and revising where needed.

### Part 2 – Annual Goal

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

Instructional practices learned at professional development and based on observation feedback will lead to the increase of student credits earned up from 2013-14 which were: 10+in 1<sup>st</sup> year was 66%, 10+in second year was 55% and an increase in graduation rate as compared to 2013-14.

### Part 3 – Action Plan

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

<p>change</p> <p>13. 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>14. Strategies to increase parent involvement and engagement</p> <p>15. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> <li>• School-wide initiative to include focused writing in all Content areas focus of work with CARP</li> <li>• School-wide focus on assessing students understanding of material throughout lessons</li> <li>• Focus on increasing the Higher Order Thinking (HOT) in each class</li> <li>• Professional Development designed to increase the level and quality of student engagement and discussion.</li> <li>• Professional development in strategies to support ELLs</li> <li>• PLATO/Edmentum and Compass Learning used to increase course offering for credit attainment and recovery</li> <li>• Principal Book group looks at trend in education that reflect areas for needed growth in our school</li> <li>• Us of Teaching Channel in professional development to provide teachers with visual of good practices</li> <li>• Admin visits to classroom tracking questions. Feedback and next steps given to staff</li> <li>• Review of Regents exams to target areas that students struggle.</li> <li>• Review of student work on NYC Assessments to target teaching needs and show growth from October to May</li> </ul>	<p>SWD, ELLs, Students that are overage and under credited</p>	<p>-Writing Needs assessment began in Summer 2014 ongoing through work with</p> <p>-Assessment in every lesson maybe in the form of exit slip</p> <p>-Instructional Rounds January 2015</p> <p>-The Leadership Program (through 21<sup>st</sup> Century Grant) is conducting Professional development Student engagement, Using NYC as a teaching tool, and effective advisory</p>	<ol style="list-style-type: none"> <li>1. John Sullivan</li> <li>2. Sara Powers (Asst. Principal)</li> <li>3. Mark Lion, Rick Black, Bill Askins, John Sullivan, and Michael Ritacco</li> <li>4. Content team leaders John Mcwilliams, Sara Powers, Kelly Bridwell, Keva Adams</li> <li>5. All teachers 23 total</li> </ol>

**Part 4 – Resources Needed**

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

adjustments, etc.
-21 <sup>st</sup> Century Grant is being used to support PD for teachers
-Grade teams meet weekly
-Content teams meet weekly
-Instructional round feedback used to update PD plan
-Additional PD incorporated for target pd needs based on teacher observations
-Books for Principal Book Club

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
21 <sup>st</sup> Century Grant, Focus and Priority finds													

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
4. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
5. Specify a timeframe for mid-point progress monitoring activities.				
1. Increase number of students meeting 10 or more credits in February and at the end of the school year				
2. Increase number of students passing Regents exams February				
3. Increase students' college and career readiness				
4. Increase in HOT questions in the classes(recorded November, December, January) (second round February, March, April)				
5. Review of use of and quality assessment during the lesson				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?			Yes	No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

We are continuing our work to;

- Fine tune and add to our classroom curriculum
- Provide services to students and families for emotional and social support
- We are engaged in two NYC DoE Initiatives, The Academic and Behavior Pilot and the Collaborative Action research Project both helping us look at our work and design action plans for improvement.
- Funds used to provide classroom services, after school services, and additional emotional and social support

### Part 2 – Annual Goal

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

Administration will minimally observe all teachers as designated by their observation choices. Feedback will be targeted to improving instruction and show connection from observation to observation. Observation findings will be used to inform and adjust professional development offerings. Growth will be measured in the changes made in classroom practices as

a result of observations and professional development and increase in student course pass rates.

**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> <ul style="list-style-type: none"> <li>10. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>11. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>12. Strategies to increase parent involvement and engagement</li> <li>13. Activities that address the Capacity Framework element of Trust</li> </ul>	<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>
<ul style="list-style-type: none"> <li>1. Aligned the school program to meet the needs of students, including longer class periods, increased days of tutoring</li> <li>2. Annualized course program</li> <li>3. PM school being offered for Credit Recovery and Credit Attainment</li> <li>4. Saturday tutoring offered for credit (starting in January 2014)</li> <li>5. Purchase of on-line credit recovery courses, electives and SAT prep</li> <li>6. Attendance team of outreach</li> <li>8. Mandatory attendance meeting for families of students attending between 40-60% of the time</li> <li>9. Contracted Partnership with Children to place two social workers in the school to assist families and students with struggling attendance (December 2014)</li> <li>10. Regents Review classes for students after school hours</li> <li>11. Teachers use on-line Regents prep classes</li> </ul>	<p>SWD, ELLs, Students that are overage and under credited</p>	<ul style="list-style-type: none"> <li>a. Students Programs aligned to meet their needs (September 2013 adjusted February 2014)</li> <li>b. PM School November 2013- May 2014</li> <li>c. Saturday Academy Tutoring – January 2014-June 2014</li> <li>d. On-line course offerings available all year long; contract</li> <li>e. Mandatory meetings Attendance Meetings For parents – January 2015, March 2015 and June 2015</li> <li>f. Partnership with Children work began January 2015</li> <li>g. Weekly attendance meetings with follow-up to families</li> </ul>	<p>John Sullivan Karen Ward Sara Powers Randi Albert – UFT Lori Friedman – Guidance Awilda Arias Digna Carrasco Teachers selecting to work PM school</p>

13. Leadership Program provides classes for parents at each PTA meeting			
14. PTA assists with family outreach			
15. Internship program in place to support SWD and CDOS completion			
16. AMAS Theater program, Improve, YPC, East Harlem Pride Sports Program			
17. Eight period day to offer students more course options			
18.			

**Part 4 – Resources Needed**

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

**21<sup>st</sup> Century grant money will be used to fund PM School and Saturday Academy to help struggling students attain their missing credits and make-up courses that they failed earlier in their high school career. The time allows for in-class instruction and time for teachers to collect and analyze data around student performance.**

- Supervisor Per-session for PM School =Mr. Sullivan and Ms Ward
- Supervisor Per-session for Saturday Academy= Mr. Sullivan and Ms. Ward
- Per session for teachers for PM School Ms. Albert, , Mr. Mastrocinque, Ms. Fishman, Mr. Black, Ms. Bridwell
- Per session for teacher for Saturday Academy Ms. Fishman, Ms. Deluca,

**Fair Student Funding money will be used to increase our course offerings and opportunities for students to participate in Credit recovery and Credit Attainment.**

- Cost of on-line program PLATO
- Cost of Compass Learning
- Cost of Achieve 3000

**Priority/Focus Funds have been used to contract with Partnership with Children**

**Part 5 – Budget and Resource Alignment**

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

X	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA	X	Title III		P/F Set-aside	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													
21 <sup>st</sup> century grant, NYSSTVP, Priority Focus Funds													

**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.

- Daily attendance goal of 80% by the end of the school year 2014-15
- Show increase in number of students gaining credits mid-year
- Show an increase in the number of students that accumulating the 10 or more credits to be promoted to the next grade
  
- Show an increase in the number of students taking and passing raw score on the (5) required Regents exams Students Programs aligned to meet their needs (September 2013 adjusted February 2014)
- PM School November 2014-May 2015
- Saturday Academy Tutoring – January 2014-June 2014
- On-line course offerings available all year long
- Mandatory meetings Attendance Meetings For parents – January 2015, March 2015 and June 2015
- Partnership with Children work began December 2015
- Weekly attendance meetings with follow-up to families
- Time scheduled for the Spring Internship program

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

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

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

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

### Part 1 – Needs Assessment

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

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

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

**Part 1b. Needs/Areas for Improvement:**

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

Based on the Learning Environment survey 2014-54, which showed an increase in responses and growth in the categories.  
Funding to continue to provide the emotional and social supports to students and families.

### Part 2 – Annual Goal

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

Increase parent/family involvement as measured by the participation in the PTA, use of SKEDULA/Pupil Path and school functions like Open School, Conference Evenings, Concerts, and special events.

### 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 activity/strategy?</i>
7. Research-based instructional programs, professional			

<p>development, and/or systems and structures needed to impact change</p> <p>8. 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>9. Strategies to increase parent involvement and engagement</p> <p>10. Activities that address the Capacity Framework element of Trust</p>			
<p>Attendance at PTA meetings, functions and workshops</p> <p>Parents/Guardians using SKEDULA to keep up to date on all student progress, including attendance</p> <p>“Special attendance/progress” Meetings</p> <p>Parents volunteers during the school day</p> <p>Monthly SLT meetings</p> <p>Workshops for parents on various issue (run by Leadership Program) in topics:</p> <ul style="list-style-type: none"> <li>-Partnering with your child’s school</li> <li>-Successful Communication</li> <li>-Free Family Fun</li> <li>-College Search</li> <li>-Gang Awareness</li> <li>-Lets’ Dance, ways to exercise</li> <li>-Empowerment</li> <li>-Creative Spirit, crafts to do as a family</li> </ul> <p>Phone messenger used to send messages for attendance, school meeting reminders, and special events</p> <p>Bi-weekly, monthly and semester letters sent to families regarding attendance issues</p> <p>Teacher Grade Team calls and meetings with families of targeted students and as needed</p> <p>Monthly Newsletter sent home school-wide</p> <p>Monthly Newsletter sent home by grade team</p> <p>Partnership with Children will be brought back in January 2015 to support students and families</p> <p>Spark counselor and leadership students do class lessons</p>	<p>Teachers and Parents/Guardians to support SWD, ELLs, Students that are overage and under credited</p>	<ol style="list-style-type: none"> <li>1. Meetings set September to June</li> <li>2. Phone Messenger used on needed basis</li> <li>3. Attendance letters on regular monthly schedule</li> <li>4. Newsletter in place and out monthly</li> <li>5. Teacher lead targeted visits January 2015</li> <li>6. Parent workshop scheduled November – June</li> <li>7. Spark class visits and sessions throughout the school year</li> </ol>	<p>Digna Carrasco (Parent Coordinator)</p> <p>Simone Burns (PTA)</p> <p>John Sullivan, Karen Ward, and Sara Powers</p> <p>Leadership Program staff</p>

on; -Bullying -Drug and alcohol awareness Leadership Program provides in class instruction on health related issues Mt. Sinai provides workshops on health and safety for students			

**Part 4 – Resources Needed**

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

21<sup>st</sup> Century Grant funding the Parent workshops and Saturday Classes

TL Fair Student funding is used to for SKEDULA **Split as follows:**

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

21<sup>st</sup> Century, Priority and Focus Funds

**Part 6 – Progress Monitoring**

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

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

1. Have a fully functioning PTA with executive board that holds and rounds meetings
2. Have full parent participation on the SLT
3. Increase the number of parents that participate in the LES
4. Regular communication with families

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

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

**Section 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>	Class pass rates Students Regents pass	writing in every lesson -Increase of Higher Order Thinking questions and assignments -team teaching -infusing various literacy skills into lessons -PM School Available -Regents Review Available	Small Group Tutoring Smaller Classes Team teaching	During School Day PM School Saturday Academy
<b>Mathematics</b>	Class pass rates Students Regents pass	-writing in every lesson -use of exit slips -Increase of Higher Order Thinking questions and assignments -team teaching -infusing various literacy skills into lessons -PM School Available -Regents Review Available	Small Group Tutoring Smaller Classes Team teaching	During School Day PM School Saturday Academy
<b>Science</b>	Class pass rates Students Regents pass	writing in every lesson -use of exit slips -Increase of Higher Order Thinking questions and assignments -team teaching -infusing various literacy skills into lessons -PM School Available	Small Group Tutoring Smaller Classes Team teaching	During School Day PM School Saturday Academy

		-Regents Review Available		
<b>Social Studies</b>	Class pass rates Students Regents pass	-use of exit slips -Increase of Higher Order Thinking questions and assignments -team teaching -infusing various literacy skills into lesson-PM School Available -Regents Review Available s	Small Group Tutoring Smaller Classes Team teaching	During School Day PM School Saturday Academy
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Class pass rates Students Regents pass. IEP services and consultation with family.	Counseling	Guidance Counselor SPARK Counselor Partnership with Children Social Workers	During school day

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</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.
<p>Attend DoE Hiring Fairs</p> <ul style="list-style-type: none"> <li>-Work with several colleges that have teacher training programs</li> <li>-Candidates interview with committee</li> <li>-Candidates present a demonstration lesson</li> </ul> <p>-Our retention rate of good teachers has been strong</p> <p>-We are Highly Qualified in all areas</p> <ul style="list-style-type: none"> <li>-Work with several colleges that have teacher training programs</li> <li>-Offer Professional Development on:             <ul style="list-style-type: none"> <li>-School wide level</li> <li>-Individual level</li> <li>-Small groups</li> </ul> </li> <li>-Professional Development opportunities offered to teachers outside of school</li> <li>-Administration works with all teachers on planning, demonstration lessons, and assessment</li> </ul>

**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).
<ol style="list-style-type: none"> <li>1. Professional Development part of Content Team Meeting Cycles Every Monday</li> <li>2. Teachers review/inquiry student work as part of Grade Team and Content Team Cycles</li> <li>3. Teachers participate in Network LabSites</li> <li>4. Teachers participating in PD outside of school</li> <li>5. Part of the NYC DoE Academic and Behavior Pilot</li> </ol> <p>6. Leadership Program conducting PD for entire staff around supporting students social and emotional behavior</p>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.  
 These funds are used to supply students with needed supplies so that they can continue attending school with little or no interruption

**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.

School committee meets during the summer to review options.  
 Committee recommends to principal what assessment and professional development needs suggested.  
 Grade team and Content Team leaders meet with principal monthly to suggest on going PD needs.  
 Technology PD survey given to teachers.

**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 (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	164,328	x	11-12, 15-16, 21-22, 25-26
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal	61,151	x	11-12,18-19,21-22,25-26
Title II, Part A	Federal			
Title III, Part A	Federal	11,200	x	15-16,18-19, 21-22
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	1,926,409	x	11-12,15-16,18-19,21-22, 25-26

**<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:

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

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

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

*(Required for All Title I Schools)*

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

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

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

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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. **[Coalition School for Social Change]**, 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. **[Coalition School for Social Change]** 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**

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

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

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

**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>4</b>	Borough <b>Manhattan</b>	School Number <b>409</b>
School Name <b>Coalition School for Social Change</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>John Sullivan</b>	Assistant Principal <b>Karen Ward</b>
Coach <b>Sara Powers</b>	Coach <b>type here</b>
ESL Teacher <b>Neva Small</b>	Guidance Counselor <b>Lori Friedman</b>
Teacher/Subject Area <b>Rick Black, Spanish, ESL soon</b>	Parent <b>Mrs. Simon Burns</b>
Teacher/Subject Area <b>Jose Gallon, SPED</b>	Parent Coordinator <b>Digna Carasco</b>
Related Service Provider <b>Partnership with Children</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team)	Other <b>type here</b>

### 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>2</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>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>318</b>	Total number of ELLs	<b>33</b>	ELLs as share of total student population (%)	<b>10.38%</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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										10	11	6	6	33
SELECT ONE														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	10	11	6	6	33

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	9
SIFE	11	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	7

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							11		5	11

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>	0	0	0	0	0	11	0	5	11	
Number of ELLs who have an alternate placement paraprofessional: _____										

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	9	4	4	23
Chinese										1				1
Russian														0
Bengali										1				1
Urdu														0
Arabic											3	1	2	6
Haitian										1				1
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>10</b>	<b>12</b>	<b>5</b>	<b>6</b>	<b>33</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									5	1			6
Intermediate(I)											8	2	1	11
Advanced (A)										6	3	4	3	16
Total	0	0	0	0	0	0	0	0	0	11	12	6	4	33

**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	31		2	
Integrated Algebra	30		3	
Geometry	33			
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	33		33	
Living Environment	29		4	
Physics				
Global History and Geography	32		1	
US History and Government	32		1	
Foreign Language	2		2	
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 assesses the early literacy skills of the ELLs by using the city-wide performance indicator assessment and the Bader Reading Assessment tool and the Achieve 3000 online assessment. For our newest ELLs the LAB-R provides the initial informational data. Our school uses data from the Fountas and Pinnell and Bader Reading Assessments. Also, Achieve 3000—the web-based program with

ongoing assessments—is part of our instructional plan. We use data and assessment information from various standard based materials such as those published by Attanasio and Associates. They include Getting Ready for the NYSESLAT and Getting Ready for the English Regents.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Throughout the year, the DOE provides the ESL department with the NYSESLAT predictor examinations. These predictors are shorter versions of the NYSESLAT, and alternate between different modalities. The results of these NYSESLAT predictors are made available online to the ESL department. The official NYSESLAT exams are administered annually in April and May to all ESL students within the school and any students as per their IEP. The LAB-R data is used for the purposes of student placement, student programming, and for targeted interventions. The data is used to ensure that students are supported, and whenever possible the data is used to ensure that students who share the same native language are grouped together.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
The patterns indicated in the NYSESLAT reading/writing and listening/ speaking assessments inform instructional decisions in the content areas by indicating to the subject area teachers the need to scaffold the content for the ESL students in their classrooms.
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?

After reviewing assessment data we know that our ELLs need significant help in reading and English language acquisition. Our students consistently choose to take the high stakes tests including the Regents examinations in English. The only Regents taken in a language other than English by some of our ELLs is the Spanish Regents. Our students scored very high on this test.

The patterns of the proveniences are as follows: The 9th grade students are closest to proficient in the speaking/ listening modalities and intermediate in the reading and writing modalities. The 10th grade students are closest to proficient in the speaking and listening modalities and intermediate in the reading and writing modalities.

The 11th grade students are closest to proficient in the speaking and listening modalities and intermediate in the reading and writing modalities. The 12th grade students are closest to proficient in the speaking and listening modalities and intermediate in the reading and writing modalities.

Students are always offered the opportunity to take content area Regents examinations in their native language.

Our native language supports include providing all content area Regents examinations other than English being made available to our ELL students in the native language. If the examination is not published in the student's native language, our school provides onsite translation at the time of the examination.

Other native language supports that our school uses include bilingual dictionaries and glossaries, instructional materials in native languages and web-based programs, reference materials and written translations into the native languages. Whenever possible we offer native language instructional support provided by a native speaker as a learning partner.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Although we follow the freestanding model of ESL instruction, whenever possible we support the child's second language development by introducing first language bi-lingual content. The reports that are used in instructional decisions for our ELL students include: 8th grade English and Math citywide assessments, LABR, NYSESLAT, ESL Predictors, citywide Performance Indicators, and Regents Item Analysis. The educational history and background of each of our students is used in all curriculum decision making. The cultural diversity of our student body is included in the delivery of instruction. All teachers serve as English literacy instructors across the content areas and employ strategies to build the students' English language skills. Much of our professional development revolves around these practices.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?

c. How are EPs performing on State and City Assessments?

N/A

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

We evaluate the success of our program by closely monitoring the progress each student makes in English Language Acquisition and mastery of content area material. The collaboration between our teachers validates and recognizes the experiences and learning that include progress and listening, reading, speaking and writing across the content areas. Our ultimate goal is to make our students independent learners. The progress of our ELLs is measured by the progress in each of their content area classes. School-wide we use the online grading system called Skedula. The high-stakes tests, such as the NYSESLAT, the citywide English assessments, the predictors, the performance indicators and the Regents, are other ways that we look at assessment and testing data.

## 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](#).)  
Upon admission to the school, students are initially identified as ELLs based on close examination of the CUME file provided by the D.O.E high school placement office. This file is evaluated by the guidance counselor, Lori Friedman. Next, the newly admitted student is referred to Digna Carrasco, the parent coordinator, and to Neva Small, the licensed ESL teacher, for a family interview to establish a home school partnership. The Home Language Survey is filled out. In cases where this document already exists it is reviewed. The explanations of the types of ESL programs available in the DOE schools are explained. The parent selection form is offered for signature. This review reveals relevant information to the student's future instruction at our school. In cases where the student is continuing his or her education in New York, this survey is found in the CUME file provided by the DOE high school placement office. A formal interview focusing on "attentive engagement" with the student and the family members of the student takes place to determine programming. The ESL Teacher, Guidance Counselor, and Parent Coordinator take the lead on this outreach to families and students. Whenever possible this interview is conducted in the family's native language by staff and faculty. The interview addresses the student's educational background such as which schools he or she has attended and in what state or country these schools are located. The interview also explores the student's school attendance timeline, looking for any indication of an interrupted education (making them a SIFE student) or of any evidence of learning delays or an IEP. Whenever possible transcripts from previous educational institutions are evaluated by the guidance counselor and the other members of the school admissions team. During the intake process, the procedure for accommodating parents and students with native language support is performed by one of our certified content area teachers who share the language in common with our newest ELL and family. The H.L.I.S. is completed with the assistance of pedagogue Neva Small, the certified ESL teacher. The informal oral interview is conducted by Neva Small and Lori Freedman, the guidance counselor, or Rick Black, the certified Spanish teacher. The LAB-R is administered within the first 10 days of student admission by Neva Small or the Spanish LAB-R by Rick Black.
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.  
Program choice is determined by parent choice and availability. Parent Notification Letters and Parent Surveys are distributed to parents at the beginning of each school year. Coalition offers freestanding and push in the ESL programs. As per CR part 154, ELL orientation is provided for parents of incoming students in June, prior to admission and again in September. Parent orientations are conducted by the Parent Coordinator, the Principal and other members of the ELL team, in both English and Spanish. In the event any other languages are required, special translations arrangements are made in an effort to support the home school partnership. If needed, the DOE Unit and website of the Office of Translation and Interpretation Unit are utilized for this purpose. The DOE videos are offered in all available home languages. The timeline for the parent outreach in presenting the program choices happens immediately as school opens in September or during the academic year as a new ELL is enrolled. The pedagogues that

present the freestanding ESL offered in our school are Neva Small, certified ESL teacher, and Lori Friedman, certified Guidance Counselor. At this time, all parents are informed of the three programs that the Department Of Education offers citywide.

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

The program selection forms are hand delivered to the parents and stored in the school ESL binder. In September and October, letters of discontinuation of services, continuation of services, and entitlement letters and invitations to parent meetings are sent to the homes of all students. Follow up is provided by the ESL teacher, counselors and bilingual support staff. The certified ESL teacher Neva Small distributes entitlement letters and parent surveys and selection forms. The student delivers the letter home and returns the signed portion by hand to the teacher. In the event that the parent is present at the time of enrollment, the letter is presented and signed off on at that time. The collection and storage of the parent surveys and program selection forms and continued entitlement letters are maintained in the ESL classroom.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The freestanding ESL model, and the push-in method of instruction are the only ones available at the Coalition School for Social Change. This is based on the number and needs of ELL students we have across the grades as per the DOE recommendations. Therefore, we try to respect parents' selections, and in the rare instance we cannot support an ELL learner we work with social workers and high school placement to find an alternate educational setting. Placement letters are distributed to the families and given to students during their official classroom/ homeroom period. Continued entitlement letters are distributed in the same way and supported with a phone call and at parent/teacher conferences. Parent choice is always honored and all three programs available in New York City are always presented to the families. Updating the ELPC screen in ATS within the first 20 days is performed by the data specialist in the school, Julio Suero, and the certified ESL teacher Neva Small.

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.

In the fall semester the most recent NYSESLAT scores are utilized to determine programming for the ESL students. These scores are assessed by those on the staff responsible for programming, and approved by the principal, to determine the placement of each student based on the NYSESLAT level achieved. In the Spring semester, teaching and learning revolves around NYSESLAT preparation. Specific curriculum materials such as "Getting Ready for the NYSESLAT" dictate the unit aims and the daily instruction. These NYSESLAT workbooks are used by the students and provide a valuable assessment vehicle for the teachers. The steps taken so that all ELLs receive the NYSESLAT are based on the data in the RLAT reports. The procedure for ensuring that all four components of the NYSESLAT is administered by certified ESL teacher Neva Small and supervised by the Assistant Principal and Testing Coordinator Karen Ward.

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. 
- For the last five years, all parents have opted for the freestanding ESL program. Our parents within the school community are specific in their selection of freestanding ESL. Our trend is 100% for freestanding ESL.

## 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])?

Coalition offers a freestanding ESL program as its primary organizational model in heterogeneous student groupings thanks to the two dual-certified ESL teachers (to clarify: one teacher with certification underway). The faculty harmoniously accepts targeted pull-out ESL department student-teacher sessions whenever necessary, especially during pre-testing season. Currently, we partner with CUNY School of Education, to provide us with student teachers and learning partners. Due to the range of ages/grades/proficiency levels of students, heterogeneous classes are offered.

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)?

Students scoring at the Beginning Level will receive 3 units (540 minutes) of ESL instruction weekly. Students scoring at the Intermediate Level will receive 2 units (360) minutes of ESL instruction weekly. Students scoring at the Advanced Level will receive one unit (180 minutes) of ESL instruction weekly. Our staffing enables us to ensure that the mandated number of instructional minutes is provided. Instructional minutes are delivered in each program model using a wide array of differentiation strategies and testing modifications as per CR Part 154. We are in full compliance for minutes required to be delivered to our ELL students in the content area of ELA.

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.

As our school adopts the Common Core Learning Standards, we are fostering language development rigorously. To support these standards, we offer small group instruction, tutoring at lunch and after school, and technology such as laptops and iPads. We have regular teacher inquiry sessions targeting the support and progress of the ELL students in each content level and each grade. The methods used are sheltered English. The following materials are used in each program: Getting Ready for the Regents (Attanasio and Associates), Getting Ready for the NYSESLAT (Attanasio and Associates), bilingual dictionaries and glossaries and the Regents published in multiple languages. Our professional development and student inquiry meetings present CCLS strategies and practices across the instructional curriculum. The content area support is provided by the ESL teacher for all ELLs in close collaboration and in close co-planning with content area teachers. There is also online Regents support.

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

There is ongoing assessment embedded in the performance based tasks across the curriculum. ELLs are appropriately evaluated throughout the year by the native language Spanish certified instructor and by our freelance Arabic paraprofessional.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We have made a strong effort to introduce several new curricula and teacher guides. The design of each lesson plan always includes speaking and listening, reading and writing. These methodologies are Milestones and Achieve 3000. The formal assessments used for each modality include the NYSESLAT predictor, the NYSESLAT sampler, the Bader Reading Assessment, the Achieve 3000 Reading Assessment, the Regents item analysis and content from the Engage NY CCLS lesson plans and assessment data base. Ongoing assessment is performed daily in an informal way by the content area teachers and the ESL teachers as part of our best practices.
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).

The instructional plans for SIFE students and newcomer students have become more explicit in each classroom. All core content teachers differentiate using strategies that have been developed from the professional development sessions led by our literacy coach. These practices, such as intense vocabulary development are an outcome of our inquiry group study and the ARIS academic data for our ELL students. Most often, our ELL students are programmed into core content classes which are co-teaching situations.

Throughout the academic year, we are accepting new students, including newcomers. The learning partnerships with various University Schools of Education, including City University, benefit our long term and daily instructional planning for SIFE students and SWD students. Currently we have three such associations. To this end we have regular “lunch and learn sessions” which are small group tutoring settings. We also utilize our computer lab for listening activities and online program support. As for the testing of newcomers, our school subscribes to the N.Y. State directives regarding all Regents examinations for newcomers, ELL students and SWD students in secondary school. An early morning class before school is offered to all students as well as afternoon tutoring sessions.

ELLs receiving service for 4 to 6 years are provided with support in the essential skills necessary to be successful in content area classrooms and explicit preparation for the content area Regents exams. This support includes vocabulary development, grammar, punctuation, spelling and deciphering and understanding text. The instruction is common core aligned. 4 to 6 year ELL students receiving service are provided with early morning ESL classes and after school tutoring including Regents preparation. There is close collaboration within the school wide program and freestanding differentiation model. We also offer PM school and Saturday academy. Differentiation is common practice school wide for the LTE students. Former ELLs are given testing accommodations by Karen Ward, assistant principal and testing coordinator. Former ELLs participate in special support sessions led by guidance counselor Lori Friedman.

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?

Teachers of ELLs and SWDs in the classroom provide various entry levels into the content area coursework and the students receive regular support in each of the content areas. Textbooks such as Writing for Science and Writing for Social Studies are used to supplement the materials that are provided in the content area classes. The ESL and content area teachers work together so that the assignments are interconnected. Best practice instructional strategies are offered to accelerate English Language acquisition while drawing on scaffolding techniques to enrich and differentiate for SWD students. Some of our SWD/ESL students attend regular in school counseling sessions as well. The materials used to accelerate English language acquisition include NYSESLAT support materials, Milestone Curriculum, Achieve 3000 and Engage NY. All the materials are aligned with the CCLS. The native language materials are maintained by content area and ESL teachers. Online materials are available to each student using one of our two computer labs or one of our several laptops available in the ESL classroom. Achieve 3000 has active Spanish and Haitian Creole content. Native Language bilingual material is ordered to support the English literature and other content areas whenever possible. ELL-SWD students receive all services mandated on their IEPs as monitored by the assistant principal of Special Education Karen Ward. There are weekly meetings of the Special Education Department, which is attended by the ESL teacher. Monthly meetings are attended by Melissa Moskowitz, the network supervisor of the SWD students. There is an open line of communication between all of the pedagogues involved with the SWD-ELL population.

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?

Currently, our programming accommodates all SWD students who take the NYSESLAT test into what are our least restrictive academic settings. The Special Education Department maintains an understanding of the best practices for ESL instruction. Our programming includes early morning English, lunch and learn sessions, and after school tutoring. All placements of ELL-SWDs are strictly adhered to based on the IEP goals stated in each student’s educational plan. Karen Ward, Assistant Principal of Special Education, closely monitors ICT placement. Each grade is represented by a different member/ instructor from the Special Education department. Each member works closely with the ESL teacher.

### 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
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### Courses Taught in Languages Other than English

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

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

Native Language Arts:					
Social Studies:					
Math:					
Science:					

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

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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.  
The targeted intervention programs that our school utilizes include a second teacher in the classroom. For those students who are taking Regents exams in ELA and math, we offer after school tutoring, PM school, and we will be starting Saturday school soon. We have also introduced the PLATO online course review. Targeted interventions for Social Studies includes the instructional material Writing for Social Studies. Targeted intervention for Social Studies includes nonfiction reading assessments from the Achieve 3000 web-based program. Targeted interventions for Science includes the instructional material Writing for Science. Native language nonfiction, Social Studies, and Science content is available on the Achieve 3000 web-based program.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our ELLs have given evidence of language development and communicative competence in English. Their content knowledge is expanding as subject area teachers provide ongoing support and assessment of reading, writing, listening, and speaking. The assessments used in ELA, math, Social Studies include the performance based assessments provided by the citywide and network sources. Assessments and data are reviewed regularly by Sara Powers, the literacy coach. At the weekly student inquiry meetings and the professional development sessions, the data is reviewed.
11. What new programs or improvements will be considered for the upcoming school year?  
We continue to expand our technology tools. As mentioned above, we now offer PLATO and many more laptops, iPads and listening centers in the classroom. As for college and career readiness, we now have a designated college counselor and many learning partnerships with outside agencies.
12. What programs/services for ELLs will be discontinued and why?  
Our association with Early Stages, the theater based partner, has dissolved due to the cancellation of their funding.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs. Our faculty, the college advisor, and our outside learning partnerships always present the school wide opportunities using a scaffolded approach. Before school tutoring, after school tutoring, and PM school attendance is encouraged. Extra credit and credit recovery are always available as supplemental services. All school curricular programs are open to and include all of the ELLs in our building. Our extracurricular services, such as the Theater Club, the Chorus, the Swim Club, Urban Dove, and East Harlem Pride, and the Holidays Luncheon of Diversity are open to all of the ELLs in our building. The services are described in handouts and fliers in several languages. Our ELLs are well represented in all of these programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
We are expanding our portable technology tools, such as laptops, iPads and listening centers. We have adapted the content and language materials to include Achieve 3000, PLATO, Milestones Online, Khan Academy, and Regents review preparation.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
Native language support is available through the use of bilingual textbooks and library resources. We have developed a partnership with the local branch of the NYPL / TESOL program for additional native language support. We also use student workers and student alumni to extend native language support.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
All of the resources and supports are available to the ESL 9<sup>th</sup> through 12<sup>th</sup> grade students via grade-specific designations. The required services and supports correspond to ELLs' age levels as they are grade specific. These supports are targeted for each developmental level of the adolescent student.
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.  
Literacy activities are introduced to our newly enrolled ELL students. The New York Public Library provides one-on-one literacy and English conversation instruction. Activities for new incoming students include introductions to the Urban Dove group and the SAPIS counselor. The Partnership for Children social workers are called upon if needed. Upper classmen and alumni who share the native language of our newcomers are invited to weekly lunch and learn sessions and informal after-school meetings. The local New York Public Library provides our newcomers with a place to go afterschool and on the weekends. The local library maintains a comprehensive bilingual collection. There is a strong community at our school for our newcomers to take part in.
18. What language electives are offered to ELLs?  
We offer Spanish as a language elective to the ELL students.

19. For schools with dual language programs:

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

N/A

## C. Professional Development and Support for School Staff

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

### 1) Grade teams

#### Cycles

##### Semester one

Cycle One	Cycle Two	Cycle Three	Cycle Four	Cycle Review of Student Work
September 16	October 14	November 11	December 9	January 20
September 23	October 21	November 18	December 16	
September 30	October 28	November 25	January 6	
October 7	November 4	December 2	January 13	

##### Semester Two

Cycle One	Cycle Two	Cycle Three	Cycle Four	Cycle Review of Student Work
February 3	March 10	April 7	May 12	June 9
February 10	March 17	April 21	May 19	
February 24	March 24	April 21 (Wed, Thurs, Fri)	May 26	
March 3	March 31	May 5	June 2	

#### Content Teams

##### Cycles

##### Semester one

Cycle One	Cycle Two	Cycle Three	Cycle Four	Cycle Review of Student Work
September 16	October 14	November 11	December 9	January 20
September 23	October 21	November 18	December 16	
September 30	October 28	November 25	January 6	
September 7	November 4	December 2	January 13	

##### Semester Two

Cycle One	Cycle Two	Cycle Three	Cycle Four	Cycle Review of Student Work
February 3	March 10	April 7	May 12	June 9
February 10	March 17	April 21	May 19	
February 24	March 24	April 21 (Wed, Thurs, Fri)	May 26	
March 3	March 31	May 5	June 2	

Professional development has been put in place for the entire faculty as we embed the Common Core Learning Standards into our instruction. During the 2013-2014 school year, professional inquiry groups meet and focus on the development of literacy strategies in the content areas, with an emphasis on the development of writing skills, critical thinking and college and career readiness. This is an identified area of need for our entire population. Each of these sessions contains a component that addresses techniques and strategies directed toward the particular needs of our special needs populations, which include special education and ELL students. We look at the data provided for teachers in the ARIS system which offers information about our students and their ongoing assessments. There are many meetings and planning sessions between the ESL faculty and the core content teachers that explore strategies which are designed specifically to support ELL instruction in the content area classrooms. There are weekly targeted grade team meetings which focus on individual students and/or the ELL cohort within the grade. Our research into best practices for ELL instruction includes monthly articles from educational journals targeting the instruction of ESL students.

A schedule to visit successful ESL programs in other schools is established as well. There are regular professional development conferences and work sessions that members of our faculty attend. All teachers participate in any appropriate, applicable professional development activities offered through our network and the Department of Education. Debriefing and sharing of experiences will take place during curriculum and/or grade level group meetings and study group sessions.

Professional development is offered by the Office of English Language Learners specific to the ESL department. There is inter-visitation between the Newcomers School of Long Island City and the Office of English Language Learners. All of the professional development is in support of integrating the CCLS. Our in-house professional development is led by the literacy coach, Sara Powers, and always includes strategies for ESL instruction aligned with the CCLS.

The Guidance Counselor and the counselors of Partnership for Children participate in New York City Department of Education learning sessions specific to the transition of ELLs.

Our weekly professional development and grade team, curricular team staff meetings focus on instructional strategies specific to ESL methods. At the Special Education weekly meetings, methods for instruction specific to the IEPs of the ESL students in our population are introduced and explored. Ongoing articles from professional journals and publications are discussed within our learning communities.

#### **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?

Our school makes an effort to offer a very strong home-school partnership. We have several PTA meetings a year, offering an agenda specific to parents of ELL issues. Currently we have a full schedule of topics of interest that will be offered monthly to our families. Saturday school will be offered to our parents. We have received substantial grants and hired outside agencies as providers.

Our parent coordinator maintains regular telephone communication with our ELL families. Also, all families are encouraged to use our online daily attendance, homework and grading system called Skedula. Our school has been awarded two grants which will fund a regular series of Parent Workshops and Leadership Programs for our families. The grants are the Engagement Grant for a total of \$97,000 and the 21<sup>st</sup> Century Grant for a total of \$250,000.

There is a very strong homeschool partnership in our school. We have a very active parent coordinator. Several members of our parent association are bilingual and share the native languages of our ELL population. We draw upon the Arab building staff For specific forms, surveys and other tools we rely on the Department of Education Translation Services, our parent coordinator and our Arab speaking building staff. There is a very strong homeschool partnership in our school. We have a very active parent coordinator and several members of our parent association are bi-lingual and share the native languages of our ELL population. We draw upon the Arab speaking building staff when Arabic is needed. For any low incident languages, we rely on the Department of Education Translation services. when this language is needed. For any low incident languages, we rely on the Department of Education Translation services.

#### **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.

We have two social workers from the Partnership with Children whose focus will be on various issues including attendance support for our ELL students.

## Part VI: LAP Assurances

**School Name:** Coalition School

**School DBN:** M409

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
John Sullivan	Principal		11/14/13
Karen Ward	Assistant Principal		11/14/13
Digna Carasco	Parent Coordinator		11/14/13
Neva Small	ESL Teacher		11/14/13
Simon Burns	Parent		11/14/13
Rick Black	Teacher/Subject Area		11/14/13
Jose Gallon	Teacher/Subject Area		11/14/13
Sara Powers	Coach		11/14/13
	Coach		11/14/13
Lori Friedman	Guidance Counselor		11/14/13
	Network Leader		11/14/13
	Other _____		11/14/13

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

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

DBN: **04M409** School Name: **Coalition School for Social Change**

Cluster: \_\_\_\_\_ Network: **CFN 112**

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

**Part A: Needs Assessment Findings**

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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.

During the initial meeting the ESL teacher/parent coordinator record the language used by the families. That information is then kept to ensure that communications are sent to the family in their preferred language.

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

The translation needs of CSSC are Spanish, French, Haitian Creole, Chinese, and Arabic. The ESL coordinator personally informs the teachers of each child's native home language. The parent coordinator keeps a record of the families' preferred language to assist with communication needs. The primary language spoken by each parent is determined by assessment performed informally by the trained intake counselor Lori Friedman and Assistant Principal Karen Ward. If the language is not English and the parent requires language assistance, we consult with one of our bilingual staff members including our parent coordinator. In the event that the language is a low incidence language the Department of Education translation services are employed. An English speaking family member is also consulted whenever available. This information is recorded and maintained on the HLIS, the ATS system, the emergency card, and our online Skedula system, which maintains background history on our students.

To date, all of our parents have enough communicative competence in English to sustain an open home school partnership.

The information is shared with the PTA at the initial meeting. The information is shared with teaching staff via email and at the grade team discussions.

## Part B: Strategies and Activities

---

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

The school Parent Coordinator, the Spanish teacher and ESL teacher all assist with Spanish translation. For other translations, we would have to reach out to the DOE or an outside vendor. We utilize tools such as Google Translate in an attempt to get information to families in their native language. We also utilize other online translation tools. There are several members of the school community who are bilingual and assist with in-house translations.

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.

Spanish translations are done in-house. Several teachers speak French and assist with French translations. We have alumni who speak French and Chinese. We rely on a part-time DOE Paraprofessional who is fluent in Arabic as a link to the homeschool partnership. We use parent volunteers for other languages in addition to the DOE interpretation services as needed.

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

Parents are provided with a copy of the Parents Bill of Rites. All information items are posted in the main office. During conferences, the parent is offered an interpreter. The school welcomes and encourages families who utilize their own family members or friends to assist with homeschool communication needs.

In order to provide parents with written/verbal translation we utilize the following:

- Google translate
- Staff translations
- Parent and community volunteers
- Translation Unit at the DOE



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

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

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

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

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

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

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

Part A: School Information	
Name of School: Coalition School for Social Ch	DBN: 04M409
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 31
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 5  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 4

Describe the direct instruction supplemental program here and include the

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

Begin description here: The school will conduct After School and Saturday Academy skillbuilding for the 31 ELL students. The rationale for the After School and Saturday Academy is to provide academically-focused classes that will impact English Language development and achievement in core content areas. For example, the school will run Saturday academy dates for Integrated Algebra/ ESL and one for Living Environment/ ESL with targeted literacy assessments. The programs will take place from 9:30 AM to 11 AM from January 10, 2015 to April 25, 2015 and from 11:00 AM to 12 Noon on the same calendar dates for a total of 12 sessions. The first sessions will be for the 9<sup>th</sup> and 10<sup>th</sup> grades and the later morning sessions will be for the 11<sup>th</sup> grade and 12<sup>th</sup> grade ELL students. These sessions will focus on literacy skill building and core content task and core content vocabulary and concept building -targetting the development of listening, speaking, reading, and writing skills for the ESL learner. There will be obtainable goals set for each student by the ESL and core content teachers in collaboration with the ESL student so that they make maximum gains in their proficiency of academic English progress. Assessment for language proficiency target setting will be made by the core content and ESL teacher using the NYSESLAT data. During June 2015, the Saturday Academy will resume on the following two dates to offer ESL academic preparation for the 9<sup>th</sup> and 10<sup>th</sup> grade ESL sections and for the 11<sup>th</sup> and 12<sup>th</sup> grade ESL sections: the dates are June 6 and June 13, 2015. The students will be divided into grade specific groupings during all sessions throughout the supplemental academic Title III classes. The 9<sup>th</sup> and 10<sup>th</sup> grades and the 11<sup>th</sup> and 12<sup>th</sup> grades will meet in their grade groupings. There is the 1 certified ESL, 1 certified Math, 1 certified History, 1 certified Science and 1 certified English teacher in the co-teaching instructional model, the ESL teacher will be leading the instruction while content area teachers are available to assist with content specific subject matter. The time is divided and each content is given a specific time to meet during that time, for example the ESL and Math content teacher work with students from 9:30-10:15, then the ESL and Science teacher work with students from 10:15-11:00. Comprehensive instruction will target the skills required for college and career readiness and test taking strategies.

After School Program:

AMAS Theater Program will be working with ELL students to create a US History based play focusing on the understanding of the US History experience of immigration across time with relation to the ELL's personal experiences as new Americans. This will take place on Wednesday afternoons from 3:00 pm to 4:00 PM starting on Feb. 4 and running through April 29, 2015. A certified ESL teacher and a certified ELA teacher, together with the literacy based teaching artists from the AMAS company, will co-lead the sessions and the teaching artists will direct the play.

On Thursdays from 2:30 PM to 4:30 PM, the ESL grade groups will be divided by grade groups to work on Earth Science/ ESL content and Global History/ ESL content support. The certified Science teacher and the certified ESL teachers will be co-teaching both classes focusing on literacy based strategies for the

### Part B: Direct Instruction Supplemental Program Information

second language learner. The sessions will begin on October 30th and continue throughout the academic year. The ESL grade groups will be divided by upper and lower grade students. The materials in use for the Saturday academy and for the afterschool sessions will be as follows: Attanasio publications for English Language Learner support for content areas, Brain Pop ESL, Rosetta Stone Academic, Achieving on the NYSELAT, Achieving on the Regents and Easy English News. There will be a purchase of 5 iPads with APPLE Education software for these sessions. The iPads will be used in the Global History/ ESL, and US History/ESL sessions. Software to be included is from the Boardworks educational company. The language of instruction will be in English. Throughout the school year there will be four museum trips. The instructional rationale for each trip is in direct relationship to the Global History and US History content areas. The trips will be to history based institutions, such as The Metropolitan Museum of Art, Fraunces Tavern, Museum of the City of New York and the Anne Frank House. These trips are to take place on Fridays after school from 3:00 PM to 5:00 PM. There will also be two theater visits to shows that are global and US history based: Les Miserable and The Tuskegee Airmen. As part of the Principals' Book Group, articles about ESL instruction are read and discussed. The principal also includes ESL articles/strategies from ASCD and the Marshal Memo in his bi-weekly staff newsletter.

### Part C: Professional Development

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

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

Begin description here: John Sullivan, Principal, and Neva Small, ESL teacher, will co-lead a Friday afternoon book/ video study group from 2:30 pm to 3:30 PM on January 9, 16, 23 and 30, 2015. This will be based on outside professional development offered by the Network. Experts such as Camilla Holmes and members of the Office of the English Language Learners will be invited to these sessions and the information from Ms. Small attendance to the network sessions will be decimated-- or turnkeyed--by the leader of the in school group- Neva Small. "Best Practices for Long-Term ELLs" and "Literacy and NYSELAT Skill Building Proficiencies" "The Socratic Seminar and the ESL student" "The 10 best Strategies for the ESL Learner in the General Education classroom" will be the focused topics matching each January date. The purpose and rationale is to explore and improve instructional best practices for the ELLs across the content areas. The five teachers will develop a deeper understanding of ELL instruction across the content areas: English, Science, Math, History and ESL will participate by discussing best practices and to share strategies for ELL instruction which will be disseminated to the entire staff. The Teaching Channel video segments and various articles from our the ASCD journal, will include topics such as "Setting ELLs Up for Success" and instruction and assessment for the ELL students, strategies for teaching the ESL students within the general education classroom. Texts for the group include: Supporting English Language Learners by Farin A. Houk and Learning to Learn in a Second Language by Pauline Gibbons.

### Part D: Parental Engagement Activities

**Part D: Parental Engagement Activities**

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

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

Begin description here: A series of parent workshops for ELL parents will be offered on the Third Thursday of each month from January 2015 to April 2015 with the exception of school vacation dates. The topics will cover: College planning and your ELL student; How to support your ELL child in high school and beyond; How to use technology and online resources for literacy in both native languages and for the ELL learner; Immigrant students and college financial aid. In these sessions, we will invite guidance counselors from various community outreach organizations, such as Goddard Riverside and CCNY Immigration Center. Translation and Interpretation will be offered by members of our staff into Spanish and French as well as Arabic. Light Refreshments will be served. Each session will take place from 5:00 to 7:00 pm. Parents will be notified in their native languages and in English, utilizing the DOE Translation Service. We will hand out and post fliers and we will post the meeting dates on Skedula, our online program, we will include the information in our grade specific monthly newsletter to the families of ELL's and we will place phone calls to them. The parent outreach Tuesdays will also be used to insure continued school wide effort of ELL parent engagement.

Our partnership with The Leadership Program works with Neva Small to provide workshops to parents in ESL strategies to help them improve their English Language usage and strategies for them to work with their child.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____