



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: COLLEGIATE INSTITUTE FOR MATH & SCIENCE

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X288

PRINCIPAL: SHADIA ALVAREZ **EMAIL:** SALVARE6@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERALDINE TAYLOR-BROWN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Shadia Alvarez	*Principal	
Dave Griffin	*UFT Chapter Leader	
Priscilla Levy	*PA/PTA President	
Theresa Munford	DC 37 Representative	
Xavier Quarterman	Student Representative	
	CBO Representative, if applicable	
Debra Kawalick	Parent	
Roque Bonilla	Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1: To prepare all students to be College and Career Ready!

- By June 2012, CIMS will increase or maintain the number of students receiving an Advanced Regents Diplomas at 30%.

Comprehensive Needs Assessment

Collegiate Institute for Math & Science (CIMS) prides itself in offering a rigorous and academically challenging curriculum. Our goal is to graduate our students with as many college and career opportunities as possible. In the 2010-2011 school year, we received an “A” on our Progress Report and a Proficient with Well Developed features on our Quality Review. As a Title I school, with a sizable student population facing economic hardship it is imperative that our students receive college scholarships. Hence, by increasing the number of students receiving Advanced Regents Diplomas we increase the amount of college-level opportunities for students.

A glimpse at our outcomes, in the 2010-2011 school year, our graduating seniors achieved the following college enrollment success: 30% of the graduating class obtained an Advanced Regents Diploma; we offered 6 Advanced Placement Classes where on average 38 students attended the classes; 4 year college acceptance was 58%, 2 year college acceptance was 39% and 3% enrolled into the Armed Forces. Our College Readiness Index was 46.6% which more than double the city’s average, and our College Preparatory Course Index was 46.6% which far exceeds that of the city’s average of 29.8%. This data is evidence of our commitment to academic achievement and college and career readiness!

Instructional Strategies/Activities

In order to successfully fulfill our goals, we will implement the following:

- Guidance counselors and college advisors will participate in monthly New Visions College Career Awareness and Access workshops.
- Beginning in grade 9 and throughout the four years, students and parents will be introduced to the New Visions College Ready metrics which are designed to lead students on a path to college/career readiness which includes meeting the academic requirements for the Advanced Regents diploma.
- Teachers across all content areas will integrate the common core standards, interdisciplinary writing, communication skills, and the life skills necessary to help students succeed in careers and college.

- Grade 9 teachers will integrate the New Visions grade 9 curricula in the four content areas. Each standards-based curriculum is designed to raise the level of rigor and integrate the interdisciplinary skills outline in the Three Components of Career and College Readiness.
- Continue participating in college awareness/college access programs such as College for Every Student (CFES), CUNY at Home in College, the South Bronx GEAR UP program and Prep 4 Success beginning in grade 9 and continuing through grade 12.
- Continue offering Advanced Placement courses and College Now as a way to increase students' knowledge base and familiarity with college-level material.
- Continue offering supplemental tutoring and Regents preparation classes to support students in meeting the additional requirements of the Advanced Regents Diploma.
- Guidance counselors and teachers will identify eligible students, with particular attention to students in special education or in the lower third, to expand the pool of students enrolled in Advanced Placement courses.
- Use New Visions Skedula/Pupil-Path to monitor students' progress toward Advanced Regents Diplomas.

Strategies to Increase Parental Involvement

- Provide parents access to staff. Specifically, staff will be available for consultation with parents before and after school, during parent-teacher conference days and nights and by appointment.
- Provide parents with the opportunity to participate in all school activities.
- Provide parents with direct access to their child's record of academic progress which includes but is not limited to in-class performance data, anecdotal and attendance via the Internet-based program Skedula/PupilPath. Parents will be provided with training on the use of this program twice per year. Pupil Path is an online program that allows parental access to their child's academic progress. This online application allows parents to see their child's transcripts, report cards, current program, progress report, and graduation progress.
- School and home communication through six major mailings a year, including but not limited to the sending of monthly calendar, progress reports and teacher anecdotal information.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide a minimum of six reports annually after each marking period is completed. These reports will contain academic progress detailing strengths and specific needs. Parents whose children

run the risk of failing to be promoted will be notified at the end of the semester to ensure that they are aware of their child's specific situation. Progress reports are sent out midway in each marking period. The progress reports are generated electronically using Skedula, where it uses the grades and data in each individual teacher's electronic grade book.

- Parent Meetings will be held to educate parents around graduation requirements; common core standards; criteria for Advanced Regents diploma, Advanced Placement courses, and parental expectations.
- School Leadership Team meetings are held on a monthly basis. We also have an active Parent Association where parents meet with the school principal to discuss school programs and initiatives.
- School Messenger (phone system) is used to inform parents of any upcoming events or important news bulletins (i.e. reminders of parent teacher conferences, upcoming events and community resources)
-

Strategies for Attracting Highly Qualified Teachers (HQT) Attract, Retain, Nurture!

According to the 2010-2011 BEDS report, all CIMS teachers are highly qualified. HQT are attracted, retained and nurtured through a number of initiatives:

- On-going partnership with Urban Teacher Residency Program, an initiative of New Visions and Hunter College. Residents are paired with mentors in our school building. Once vacancies are posted, residents are invited to apply.
- Teachers meet with administrative team individually three times per year to establish expectations, discuss personal and professional goals and develop end of the year reflection plans and plan for next steps.
- Teachers are offered a variety of differentiated opportunities for professional growth. Focus topics are Common Core, Differentiated Instruction; Literacy across Content Areas; etc. Teachers are recommended opportunities but are free to choose based on personal interest.
- Teachers develop Professional Development Plans on a yearly basis.
- Teachers are granted time for participation in professional development offered by New Visions and additional professional organizations.
- Teachers participate in departmental meetings, with an inquiry and capacity-building focus.
- Teachers participate in frequent and on-going formal and informal observations coupled with relevant feedback aimed at enhancing teacher

practice and teacher professional capacity.

- Teachers are offered frequent opportunities for inter-visitation with colleagues, network schools and to participate in leadership and capacity building projects.

Service and Program Coordination

A social worker is on staff to support children and families in crisis (violence prevention programs, nutrition programs and housing). Guidance counselors, a college advisor, and social workers assist by maintaining regular communication with parents. The social-emotional needs of students and families who are designated at-risk are provided by Jacobi Hospital, Montefiore Hospital, Settlement House, and Jewish Board for Family Services.

After-school Tutoring, extra-curricular clubs and Saturday Academy are coordinated by teachers with the support of administrative staff.

Budget and resources alignment Budget Staffing, training, Scheduling

All Collegiate Institute for Math & Science teachers are funded by Tax Levy-Fair Student Funding. In order to fulfill our goal of providing tutoring after-school, before-school and on Saturdays-per session is allocated from Title 1; Contract for Excellence; and ARRA monies.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2: Increase Graduation Rate!

- By June 2012, CIMS will increase the graduation rate by a minimum of 3%; thus enabling our students to have greater college and career choices.

Comprehensive Needs Assessment

Graduation rates at Collegiate Institute for Math and Science have fluctuated over the last three years, in Cohort 2009- 73.0% ; 2010-75.8%; and 2011- 80.6%. Our goal is to consistently meet or exceed the New York State standards for all students and each sub-group

Instructional Strategies/Activities

- Beginning of the year assembly for students by grade-level, facilitated by guidance counselors, and social workers to explain graduation requirements, common core expectations, student responsibilities and develop individual Student Plans.
- Mid-Year assembly for students by grade-level, facilitated by guidance counselors and social workers to assess student progress, needs and achievement
- End of Year assembly for students by grade level, facilitated by guidance counselors and social workers to set goals and make plans towards graduation.
- Continuation of Partnership with I-ZONE/I-LEARN, and the offering of online credit recovery for under-credited students.
- Continuation of After School Tutorial Program and Saturday Academy coordinated by teachers and staff to provide additional credit recovery and Regents prep opportunities.
- Attendance and Lateness Initiative to monitor students who show consistent lateness, and absence patterns. CIMS has found a correlation between high absenteeism and school failure.

Strategies to Increase Parental Involvement

- Provide parents access to staff. Specifically, staff will be available for consultation with parents before and after school, during parent-teacher conference days and nights and by appointment.
- Provide parents with the opportunity to participate in all school activities.
- Provide parents with direct access to their child's record of academic progress which includes but is not limited to in-class performance data, anecdotal and attendance via the Internet-based program Skedula/PupilPath. Parents will be provided with training on the use of this program twice per year. Pupil Path is an online program that allows parental access to their child's academic progress. This online application allows

parents to see their child's transcripts, report cards, current program, progress report, class and graduation progress.

- School and home communication through six major mailings a year, including but not limited to the sending of monthly calendar, progress reports and teacher anecdotal information.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide a minimum of six reports annually after each marking period is completed. These reports will contain academic progress detailing strengths and specific needs. Parents whose children run the risk of failing to be promoted will be notified at the end of the semester to ensure that they are aware of their child's specific situation. Progress reports are sent out midway in each marking period. The progress reports are generated electronically using Skedula/Pupil-Path, where it uses the grades and data in each individual teacher's electronic grade book.
- Parent Meetings will be held to educate parents around graduation requirements; common core standards; criteria for Advanced Regents diploma, Advanced Placement courses, and parental expectations.
- School Leadership Team meetings are held on a monthly basis. We also have an active Parent Association where parents meet with the school principal to discuss school programs and initiatives.
- School Messenger (phone system) is used to inform parents of any upcoming events or important news bulletins (i.e. reminders of parent teacher conferences, upcoming events and community resources)

Strategies for attracting Highly Qualified Teachers (HQT)

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- Teachers are offered a variety of differentiated opportunities for professional growth. Focus topics are Common Core, Differentiated Instruction; Literacy across Content Areas; etc. Teachers are recommended opportunities but are free to choose based on personal interest.

- Teachers develop Professional Development Plans on a yearly basis.
- Teachers are granted time for participation in professional development offered by New Visions and additional professional organizations.
- Teachers participate in departmental meetings, with an inquiry and capacity-building focus.
- Teachers participate in frequent and on-going formal and informal observations coupled with relevant feedback aimed at enhancing teacher practice and teacher professional capacity.
- Teachers are offered frequent opportunities for inter-visitation with colleagues, network schools and to participate in leadership and capacity building projects.

Service and Program Coordination

A social worker is on staff to support children and families in crisis (violence prevention programs, nutrition programs and housing). Guidance counselors, a college advisor, and social workers assist by maintaining regular communication with parents. The social-emotional needs of students and families who are designated at-risk are provided by Jacobi Hospital, Montefiore Hospital, Settlement House, and Jewish Board for Family Services.

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Budget and resources alignment

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ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3: Incorporate Common Core Learning Standards

- To incorporate, by June 2011-2012, the Common Core Learning Standards across grades all grades 9-12, and specifically increase argumentative writing skills in the English and Science content areas and modeling in Mathematics through the implementation of high level performance tasks.
- By June 2012, 60% of all students will demonstrate an improvement in their argumentative writing skills, and modeling in mathematics, as measured by rubrics created by the Literacy Design Collaborative (LDC)/Mathematics Design Collaborative (MDC) - Gates Foundation Projects.

Comprehensive Needs Assessment

Collegiate Institute for Math and Science is excited and committed to integrating the common core learning standards with their existing curriculum. In alignment with the instructional expectations set forth by the DOE 2011-2012, we will a) provide opportunities for all teachers to engage in the design and implementation of CCLS units as a means for increasing academic success and rigor for students; b) develop a common language around grading, assessments and student work expectations; and c) ensure that teachers are better prepared to serve future students in meeting the demands set forth by the impending changes in assessments and accountability.

Instructional Strategies/Activities

- Teachers will meet in content teams to discuss curriculum alignment, academic expectations, grade-level skills, and student work, with a focus on college and career readiness.
- Teachers will submit curriculum maps, course description and course syllabus.
- Teachers will align CIMS curriculum maps with common core learning standards; with a particular focus on highlighting, skills areas, interim assessments and performance tasks.
- Teachers will participate in professional development facilitated by New Visions with a particular focus on Common Core and performance tasks.

- Teachers will identify high school courses, advanced level classes, external and internal experiences, internships, and other academic opportunities in order to develop alignment and coherence in our academic programming.
- English team with the support of New Visions will led professional development sessions on argumentative writing, as per participation in the Literacy Design Collaborative Project (LDC).
- English teachers will share modules developed last year by LDC as exemplars for Science and Social Studies.
- English, Science, Social Studies, and Special Education teams will collaborate on writing units and lessons that teach students the oral and written skills needed to write an argumentative essay.
- Math team with the support of New Visions will participate in professional development sessions on modeling, and the importance of situational problem-solving.
- Math team will develop units and lessons that teach students situational problem-solving and modeling.
- Teacher teams will share team process, growth, and set goals, three times a year.
- Teacher teams will meet Aussies.
- Time-line will be January 2012 to June 2012.

Strategies to Increase Parental Involvement

- Provide parents access to staff. Specifically, staff will be available for consultation with parents before and after school, during parent-teacher conference days and nights and by appointment.
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Service and program coordination

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Budget and resources alignment

All Collegiate Institute for Math & Science teachers are funded by Tax Levy-Fair Student Funding. In order to fulfill our goal of providing opportunities for teachers and staff to participate in professional conferences, team meetings and or Saturday meetings, funding allocations for per-session are available from Title 1-10% professional development; and Title 1- per session. New Visions and a grant from the Gates Foundation subsidize and supplement this goal.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4: To enhance teacher effectiveness and professional development!

- To develop over the 2011-2012 school year, clear expectations around teacher practice, through the engagement of short, frequent, cycles of classroom observation and feedback using the Danielson rubric; and to create a school-wide professional development system.

Comprehensive needs assessment

Collegiate Institute for Math and Science is excited to participate in the DOE initiative to improve and enhance teacher quality and effectiveness. Although CIMS benefits from a Highly Qualified teaching staff, and a fully tenured staff, evidenced in our 2010-2011 BEDS report, CIMS teachers and staff believe that inquiry, revision and reflection are part of our life-long learning process and commitment to education. Reviewing our current system and aligning it to new state standards and DOE instructional expectations will better prepare us to serve future students and meet the demands set forth by the impending changes in assessments and accountability.

Instructional strategies/activities

- Six informal and four formal observations will be conducted for each teacher using specific components of the Danielson rubric to provide feedback.
- Informal/formal observation and inter-visitation templates rooted in Danielson Framework will be created to facilitate teacher articulation of instructional expectations.
- Consistent approach to pre-observation conferences, observations and post observation conferences in order to convey consistent expectations and support over the course of the year and effectuate growth in teacher planning.
- Principal and Assistant Principal will use reports from ARIS, Data-Cation, HSST, ATS and other DOE systems as analysis tools to engage discussion around effective outcomes in the classroom.
- Set clear expectations for teacher practice using language from the Danielson rubric
- Principal and Assistant Principals will use Danielson Rubric to support teachers in self-assessing and reflecting on the observation process.
- Teachers and staff will participate in professional development sessions explaining the importance and use of the Danielson rubric.

- Teachers will create “Professional Development Plan” based on Danielson rubric. Goals will target both Domain 3-Instruction 3b) Using Questioning and Discussion Techniques from the Danielson rubric and Common Core Learning Standards with particular emphasis on argumentative writing and or modeling.
- Professional Development Plan will be completed in first months of school, updated mid-year and reflected upon at the end of school year.
- Teachers will complete a professional development survey which will assess the needs of the school community.
- Teachers and staff will partner across subjects for inter-visitations and learning walks, based on the Danielson competencies.
- Teachers and staff will self-assess and complete a reflective protocol on selected component of the Danielson rubric

Strategies to Increase Parental Involvement

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- Teachers are offered a variety of differentiated opportunities for professional growth. Focus topics are Common Core, Differentiated Instruction; Literacy across Content Areas; etc. Teachers are recommended opportunities but are free to choose based on personal interest.
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Service and program coordination

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ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5: Increase Parental Participation!

By June 2012, CIMS will hold eight parent meetings and workshops in order to increase parent engagement and involvement in the school and community by 30%.

Comprehensive Needs Assessment

Collegiate Institute for Math and Science is excited to support the Chancellor's Initiative on Parent involvement; using the framework of Harvard researcher Karen Mapp, who has found a clear connection between family involvement, higher grade point average, test scores, and attendance. CIMS believes it is imperative to build alliances and stronger bonds with parents in order to increase academic achievement and develop self-determination and advocacy skills in our community.

Instructional Strategies/Activities

- Eight parent meetings will be held to address the following topics: Understanding Academic Expectations & College Readiness; How to be a 21st Century Parent? Understanding the Role of Technology; Using Skedula/Pupil-Path & ARIS to track and monitor your child's academic achievement; Special Education Services @ CIMS; English Language Learners and the English Language Transition; How to be College Ready? FAFSA and SAT's; Community Organizing: How to access resources and support your community; Computer Literacy Workshop;
- Multi-level approach to inviting parents for Parent Day, Parent Teacher Conferences and Honor Roll events, that includes mailings, phone calls, reminder postcards and house visits.

Strategies to Increase Parental Involvement

- Provide parents access to staff. Specifically, staff will be available for consultation with parents before and after school, during parent-teacher conference days and nights and by appointment.
- Provide parents with the opportunity to participate in all school activities.

- School and home communication through six major mailings a year, including but not limited to the sending of monthly calendar, progress reports and teacher anecdotal information.
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building projects.

Service and Program Coordination

A social worker is on staff to support children and families in crisis (violence prevention programs, nutrition programs and housing). Guidance counselors, a college advisor, and social workers assist by maintaining regular communication with parents. The social-emotional needs of students and families who are designated at-risk are provided by Jacobi Hospital, Montefiore Hospital, Settlement House, and Jewish Board for Family Services.

After-school Tutoring, extra-curricular clubs and Saturday Academy are coordinated by teachers with the support of administrative staff.

Budget and resources alignment

All Collegiate Institute for Math & Science parent involvement funding is found in our translation and Interpretation Title 1 allocation; Tax Levy Fair Student Funding-General Supplies/OTPS; and SLT Title 1% Parent Involvement. These allocations support our goal of increasing communication with parents and community members, disseminating school documents in various languages, as stated in our Translation and Interpretation policy, and offering oral translators in multiple languages.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	24	19	10	17	4		18	
10	20	20	22	20	3		17	
11	16	20	23	19	3		13	
12	16	5	16	17	2		4	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	CIMS provides all students (Special Education, English Language Learners and General Population) in need of AIS the following: Small group instruction; before and after school tutoring; one-to-one peer tutoring; supplemental computerized, self-paced programs, SETSS and Resource Room.
Mathematics	CIMS provides all students (Special Education, English Language Learners and General Population) in need of AIS the following: Small group instruction; before and after school tutoring; one-to-one peer tutoring; supplemental computerized, self-paced programs, SETSS and Resource Room.
Science	CIMS provides all students (Special Education, English Language Learners and General Population) in need of AIS the following: Small group instruction; before and after school tutoring; one-to-one peer tutoring; supplemental computerized, self-paced programs, SETSS and Resource Room.
Social Studies	CIMS provides all students (Special Education, English Language Learners and General Population) in need of AIS the following: Small group instruction; before and after school tutoring; one-to-one peer tutoring; supplemental computerized, self-paced programs, SETSS and Resource Room.
At-risk Services provided by the Guidance Counselor	<p>CIMS provides all students with the necessary supports to be successful. We have a holistic guidance process that highlights students needing additional supports at the beginning of the academic year. This is complemented by in-school diagnostics provided by teachers. Once students are monitored by the guidance team a special assembly and series of meetings are organized after-school. Students are then broken into cohorts groups. Each guidance team member and social worker addresses a group and helps them understand their academic standing, strengths and weaknesses. This process occurs twice a year and is cyclical in nature.</p> <p>Counseling services are provided for at risk students through the services of our on staff social worker and the Jewish Board for Family Services, and East Side Settlement house. Individual and group counseling are provided to parents and students. Regular appraisal of student attendance, alternative placement and or assistive social service is monitored by administrative staff. Daily monitoring of identified at risk students is provided as needed.</p>

<p>At-risk Services provided by the School Psychologist</p>	<p>CIMS shares a school psychologist with six other schools. The psychologist ensures effective management of the evaluation process, administers timely psycho-educational assessments facilitates IEP meetings, conducts classroom observations of students, determines the need for psychological evaluation, consults with school staff, parents, and students regarding behavior management issue and concerns, for Special Education and at risk students.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>CIMS provides all students with small group counseling, one-to-one counseling, as needed and requested, during the school day, and before the school day. The school social worker is complemented by a number of interns that work with our students under his guidance.</p> <p>Counseling services are provided for at risk students through the services of our on staff social worker and the Jewish Board for Family Services, and East Side Settlement house. Individual and group counseling are provided to parents and students. Regular appraisal of student attendance, alternative placement and or assistive social service is monitored by administrative staff. Daily monitoring of identified at risk students is provided as needed.</p>
<p>At-risk Health-related Services</p>	<p>Jewish Board for Family and Children’s Services, East Side Settlement House provide at-risk health related services to our students with at risk health issues. Additionally, the Jacobi Medical Center health clinic provides medical attention as well as psychiatric evaluation and services to all students who are registered with the clinic through the school. STD and sex education services are provided to our students by Planned Parenthood, Children’s Aid Society and a host of other providers.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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

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

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

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

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

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;
- provide professional development sessions that focus on accountable talk, peer review, differentiated instruction, cooperative learning and meeting the needs of all students including ELL and special need students.
- ensuring that all lessons meet city and state standards.

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- teaching parents importance of tracking, and monitoring online data information system Skedula/Datacacion.
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

In addition, Collegiate Institute for Math & Science will:

- Involve parents in the planning, review and improvement of the school's parental involvement policy, in an organized, ongoing and timely way.

- Involve parents in the joint development of any school-wide program plan, in an organized, ongoing and timely way.
- Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
- Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, an, to the extent practicable, in a language that parents can understand.
- Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least math, language arts and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

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;
- read and discuss report cards six times a year, after each marking period is completed.
- 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;
- provide notification to parents whose child runs the risk of failing to be promoted.

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework each day, study for exams, prepare projects on time and submit all assignments on time;
- ask for help when I need it.
- 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.
- Give to my parents or the adult who is responsible for my welfare all notices and information.
- Return notices and forms as directed.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Barbara Gambino	District 11	Borough Bronx	School Number 288
School Name Collegiate Institute for Math & Science			

B. Language Allocation Policy Team Composition [?](#)

Principal Shadia Alvarez	Assistant Principal Vincent Rodriguez
Coach Heidi Ludwig	Coach Sonia Bu
ESL Teacher Yvonne Torrente	Guidance Counselor Jetsun Feliciano
Teacher/Subject Area Harold Brown	Parent Debra Kawalick
Teacher/Subject Area Vernon Johnson	Parent Coordinator Zulma Melendez
Related Service Provider Gail Small	Other Richard Hogg, College Advisor
Network Leader Barbara Gambino	Other Yamile Ledesma, Data Inquiry

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	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	544	Total Number of ELLs	20	ELLs as share of total student population (%)	3.68%
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Part II: 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 those students who may possibly be 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. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
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.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
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.
5. 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.)
6. 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. 

1a. At Collegiate Institute for Math and Science we have a Free Standing ESL Program. A English Language Learner (ELL) student is assigned to our school by the Enrollment Office. Our BESIS coordinator/ESL highlyqualified licensed teacher, Ms. Torrente interviews the parent and conducts a Parent Orientation as described below.

A formal meeting with the parents and student includes an in depth discussion of Academic Expectations, School Culture & Program Choices. This is done in both English and Spanish (or other language with assistance from a translator) by our BESIS Coordinator, Ms. Torrente and Parent Coordinator, Ms. Melendez. If native language is not Spanish (ie: Albanian, Urdu ,etc) a translator facilitates this process. Specific students receives the Home Language Identification Survey (HLIS) (only to new rigistrants into the NYC system only) which is also administered by our BESIS Coordinator /ESLTeacher , Ms Torrente. Next our BESIS Coordinator does an initial formal assessment and oral interview. If necessary, our content area specialists, Mr Johnson(Math) Dr. Brown (English Language Arts) and Mr. Colon (Special Education/Socal Studies) will assist Ms. Torrente in evaluating a student's skill level. Moreover, Dr. Brown, Mr. Johnson and Mr. Colon are all certified Special Education teachers and so they will also consult on students who mandate an Individualized Educational Plan (IEP). Finally when all pertinent data is collected on a student , the LAB-R is obtained from our Network and administered within 8 days of the student's formal entry into our school. If a student has previously been in NYC public schools, we examine their exam history, transcripts and any other material which can help us assess language proficiency level. After all this data is reviewed, our BESIS Coordinator identifies whether a student's scores warrant ESL services and informs the parent of the many programs choices. If parent chooses a different type of setting for their child, they are referred back to the enrollment center. If a student remains at CIMS, students are then placed in appropriate courses according to their latest valid New York State English Second Language Achievement Test (NYSESLAT) score. Sub-tests are used to evaluate areas of strength and weakness for individual students and to determine instructional needs. Additionally, the NYSESLAT exam is administered again every May and based on student scores are deemed Beginner, Intermediate, Advanced or Proficient (no longer requiring ESL services).

1b. Ms. Torrente, our Highly qualified BESIS Coordinator/ESL Teacher, Ms. Menendez our Parent Coordinator and Mr. Colon, Special Education Teacher all speak Spanish. Ms. Torrente conducts all of the formal testing but she is often assisted by Mr. Colon, highly qualified teacher and Ms. Melendez with informal interviews and on-going parent contact. For parents who speak a language other than Spanish, a translator provides all written correspondence in their native language.

1c. As previously mentioned, all students take the NYSESLAT exam every May to determine future placement.

2. An orientation in late August is provided to all new incoming ELL students and their parents. Both Ms. Torrente and Ms. Melendez provide information on the range of programs for ELL students available in our district. Parents are asked to select a program which best meets their child's needs. Parents have ten days to make this selection. A series of Parent Orientations keep the parents informed and aware of program choices, options, as well as extra-curricular activities that enhance our academic program. Parents are contacted via email as well as school mailings and by telephone. Families are updated on program changes and their child's progress on an on-going basis. Also, if the family 's native language is a language other than Spanish we will call for a translator from another school within or outside of our building. Additionally, our parent coordinator will do a home visit to insure that parents are kept updated in a timely fashion.

At CIMS we have a series of structures in place to support the timely and effective communication between school, parent and child.

Our highly qualified licensed ESL teacher is responsible for calling parents to inform them of on going changes and/or updates in our academic and ESL programs. Parent surveys and Program Selection forms are then sent home and returned with the students the next day. Parental outreach at CIMS occurs in a multiplicity of way which include mailings, phone calls, emails and case conferencing(in the native language of the parent when available and appropriate). After the initial orientation to our ESL program in October, and after the first marking period, student programs are examined and adjusted for necessary changes. Ms. Torrente, our BESIS/ESL teacher reports to parents any difficulties that students are experiencing in their courses. If needed, a parent-teacher conference is called to discuss strategies to help students improve. In January, final grades are re-evaluated for necessary changes or adjustments. This process occurs again in the Spring Term, ensuring the constant monitoring of our students and their changing needs.

3. Students are given letters, Parent Surveys and Program selection Sheets in several ways. First, students are given packets to take home in their backpacks. All forms are required to be returned two days prior to the deadline. If forms are not returned, a home visit is made. Ms. Torrente, our BESIS Coordinator/ESL teacher disseminates the entitlement letters, surveys and selection forms and collects them. Every year, the ESL Coordinator, the Parent Coordinator and an administrator meet with parents to discuss Entitlement letters, Parent Surveys and Program Selections forms. If a student does not submit the correct documentation, the school follows up with a case conference and/or a home visit. All parent surveys, entitlement letters and selection forms are given to Ms. Melendez, Parent Coordinator who places them in a binder in the file Cabinet in the Main Office in Room 321.

4. At CIMS it has been our experience that the free standing ESL program offers the largest number of options and opportunities for students, particularly in an academically rigorous high school setting. Moreover, this choice is overwhelmingly selected by our parents. We continue with Parent Surveys, program selection and Entitlement letters for new students throughout the school year. and follow the same procedure as outlined in question #3. Of course all material is translated into parents' native language by the Translator's Unit of the DOE.

5. Usually, between 75-85% of parents select Freestanding ESL classes. This evidence was gleaned from the Parent Surveys and Program Selection forms. As the majority of our parents prefer this method of instruction, that is what is offered. If in the case a parent requests a full bilingual program, we explore other possible options within the building campuses, and/or refer them to the central Enrollment Office for a more appropriate placement.

Freestanding ESL - Number of Students:

(2008-2009) 11 (2009-2010) 14 (2010-2011) 19

As previously mentioned above, all potential ELL students are given the NYSESLAT exam which determines whether they are beginner, Intermediate, Advanced or Proficient in English. This also determines the number of minutes of ESL services that students receive each week.

6. Yes, our program models are aligned with parent's requests. Due to the high academic capacity of our students, we have experienced that our parents are comfortable with CIMS designing a program that fits the individual students needs. After assessing their strengths and weaknesses in a subject and language, we are able to meet their needs through a customized program.

Part III: 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 checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In										3	4	0	0	7
Total	0	0	0	0	0	0	0	0	0	3	4	0	0	7

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	420	Newcomers (ELLs receiving service 0-3 years)	4	Special Education	11
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	13

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 special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	4	1	0	3	0	3	13	0	8	20
Total	4	1	0	3	0	3	13	0	8	20

Number of ELLs in a TBE program who are in alternate placement: 0

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
Spanish														0
Chinese														0
Russian														0
Bengali														0

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
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

**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	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										8	8	2		18
Chinese														0
Russian														0
Bengali														0
Urdu											1			1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian											1			1
Other														0
TOTAL	0	8	10	2	0	20								

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - 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])?
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)?
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 enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

A. Programming and Scheduling Information

1. Instruction is delivered through the Freestanding English as a Second Language (ESL) program. CIMS has in place a highly qualified, licensed ESL teacher, who provides instructions for all of our ESL students (beginner, intermediate and advanced as per CR Part 154) in a homogeneous setting. In our Free Standing students receive ESL instruction in a separate location; and are departmentalized. In addition to this full-classroom teacher, we have a bilingual para-professional that assists the full day. This ensures that students have two adults supporting them academically.
2. Due to the small nature of our school, students receive the mandated services from (1) highly qualified, licensed ESL teacher. Intermediate students receive 450 minutes per week of ESL instruction; Advanced students receive 225 minutes a week of ESL instruction, both of which surpass the CR Part 154 mandates. Once students are placed in the Advanced ESL course, they have 225 minutes a week of ELA instruction, by a highly qualified licensed English teacher.
3. At CIMS we believe that the two-prong process of a full day of heterogeneous instruction in English in all content areas (English, Social Studies, Math, Science, Foreign Language-Spanish, and Physical Education) with the freestanding ESL model is a recipe that assures the success of our students. In our Free Standing setting we employ ESL methodology, and the five New York State ESL Standards. We are striving to meet (and exceed) the educational needs of our English Language Learners while they become competent in the reading, writing, listening, and speaking the English language. All of our ELLs have the ability to speak English and are receiving instruction in English for all their subjects. However, when there are native language deficiencies, customized help is provided. This is especially true in our intermediate classes, where the class sizes are small enough to provide one-to-one direct instruction.
4. There is ongoing articulation between our ESL and subject area teachers. The ESL teacher gives support to the ELLs in the subject classes as needed. Our content area teachers provide a glossary of key terms and we avidly purchase related content area books in the native languages of our ELLs for our classroom libraries. When this alone does not suffice, Academic Intervention Services (AIS) are available such as tutoring before and after school, PM school and on Saturdays. This additional infusion of all content matter and skills will help move our ELLs along the path towards complete literacy in English.
- 5a. CIMS currently has 1 SIFE student.
- 5b. CIMS has a few newcomers who need immersion throughout the day. Subject teachers differentiate lessons for newcomers as needed. Because of their small number, the newcomers at CIMS receive a great deal of one on one attention from the ESL teacher. Additional support comes from the Spanish NLA teacher as needed. Our newcomers are all currently on track toward fulfilling their graduation needs.
- 5c. Ell's receiving service 4 to 6 years currently benefit from the freestanding ELL program with a highly qualified licensed teacher, participation in English classes with a highly qualified licensed teacher; after-school tutoring with highly qualified licensed teachers in their content areas and close monitoring by our school guidance counselors.
- 5d. CIMS has ten long-term ELLs, seven of which also have IEPs. They receive additional support as needed and are encouraged to attend tutoring. Teachers from across the curriculum work closely to develop strategies to best meet each students needs. There is an emphasis on reading and writing since this is the greatest area of need for these students.
6. Former ELL's receive testing modifications as per New York State regulations. They are also in classes that receive instructional support by the ESL teacher. Collaboration between teachers at CIMS is common-place, often resulting in creating successful opportunities for our former ELL students.
7. We are using LessonWriter.com. It offers core content teachers a tool to assist them in differentiation across levels. These techniques and strategies are necessary for teaching the ELL population and sub-groups. This year we also purchased materials, resources and technology that support a focus on developing the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking) to aid ELL students. In addition, we purchased for our school library reading and writing books for use by a group of our Ls who have IEPs and have tested at a low elementary reading level.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Due to the small nature of our school, the ELL highly qualified licensed teacher, is also the same person as the BESIS coordinator. This year, we will work continually on supporting her in her role and assuring a balance of responsibilities between the ELL teacher, the Parent Coordinator and the newly hired Assistant Principal responsible for ELL Instruction & Programs. As last year, by using the data from our Regents exams, Acuity, and NYSESLAT, the responsible parties will be able to monitor our students and keep teachers and parents abreast of successes and adjustments.

9. Our BESIS coordinator continues to work with our ELL students both inside and out the classroom. In addition, we have tutoring and other ancillary programs that are designed to meet ELL student needs, particularly in the area of regents test preparation. Here the content area teachers are also involved in instruction.

10. Because our program is so small, we do not plan to have any new programs next year. However, as our ELL/IEP students are ever increasing, we must continue to explore alternative pedagogical approaches and assessments.

11. We do not plan to discontinue any programs as we evaluate each on an on-going basis. We make changes or modifications as the need arises.

12. CIMS has a rigorous content-based curriculum, in which students are engaged in intermediate to advanced level classes in all subjects. All students (including ELLs) are given the opportunity to participate in tutoring before and after school and on Saturdays. There is also the opportunity for Regents exam preparation classes.

ALL ELL students receive services in the general education setting with heterogeneous classes. In addition, all students, including ELL's are encouraged to attend many lunchtime activities and after-school activities such as Environmental Club, Student Government, Young Men's Leadership Club, Gear Up (Gaining Early Awareness and Readiness for Undergraduate Program); Prep for Success and ASPIRA and PSAL sports.

13. We have Intermediate and Advanced ELL curriculum as well as supplemental resources for the ELL teacher and for content area teachers. Our professional development library houses a series of materials, videos and DVD's which support the needs of our teaching staff. This year we are purchasing more technology to support our ELL's.

14. Several bililingual content area teachers as well as the ESL teacher provide ancillary support here(They all speak Spanish). However, we have mostly intermediate and advanced ELL students and so we use an ESL model.

15. Yes, at CIMS all require services, support and resources align with student's grade level and age.

16. At CIMS we hold a series of Parent Orientations and Case conferencing meetings with students, both individually and as a group. Once students are programmed they quickly become acquainted with the school by receiving a introduction, a campus tour, and meeting their teachers. In the fall, a session is also devoted to understanding their program and understandings their graduation requirements. By the Spring, any students entering will receive these sessions individually.

17. CIMS offers Spanish as a core course and AP Spanish.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?

2. How much of the instructional day is EP and ELL instruction? What content areas are taught in the target language?

D. 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 support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Professional development is provided by school staff, school consultants and other support organizations such as Bronx BETAC, The Instructional Support Center and New Visions. Administrators meet with the ESL Teacher to discuss the options for possible staff development based on student and teacher needs. ESL teacher meets with general education teachers to infuse strategies that will support ELL students. Recently, materials were gathered from the Association for Supervision and (ASCD) to address “Teaching Strategies of English Language Learners in the Content Specific Classroom.” This tool offers all of our teachers support in using ELL/ESL specific strategies across the school community.

2. Professional development is provided by the ELL teacher and Administrative team. Transition services are offered by our school guidance counselor.

3. Minimum requirements are met and exceeded as described above in question #1. This year alone our ELL's teacher, ELL Para-professional and Special Education Team have participated in NYSESLAT training -March 2011; Teaching Vocabulary to ELL's Training-December 2011; Understanding the Language Allocation Policy Training, October 2011; and lead team meetings with general education team; the Special Education team and ELL team. All in an effort to develop a robust curriculum that accounts for ELL needs and effective strategies; on-going professional development and the building of capacity school-wide.

E. Parental Involvement

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

1. All parents are encouraged to attend our monthly School Leadership Team and Parent Association meetings. In order to increase the attendance of ELL parents at school conferences, Back to School Night, Parent Teacher Night and other events we have increased the use of School Messenger, and one-on-one phone calls from our Parent Coordinator, requested the use of translation services from Lingua Linx and community-based organizations. We have also invested our school allocation to purchase interpretation equipment, and to translate documents and materials that share our school vision and instructional expectations.

2. CIMS provides information about services outside of our facilities through our Parent Coordinator and School Guidance Counselor. We continue to encourage ELL parents to take advantage of all resources in our community and on our multi-campus site. Some of these agencies include the Bronx Borough Presidents Office; Committee on Special Education (CSE); among others.

3. Data sources such as the Learning Environment Survey, CIMS internal surveys, feedback from the Parent Coordinator, minutes from the Parents Association and School Leadership Team as well as informal conversations give us an ample picture of the needs and services required by our parents.

4. Our parental involvement activities are directly tied to the feedback provided by parents at various functions throughout the year.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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	0	0		0
Intermediate(I)										3	7	1		11
Advanced (A)										5	3	1		9
Total	0	0	0	0	0	0	0	0	0	8	10	2	0	20

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	7	8			15
NYSAA Bilingual Spe Ed					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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	7		7		3		1		18
NYSAA Bilingual Spe Ed	5		11		1				17

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		2	
Integrated Algebra	8		3	
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1		1	
Earth Science	0			
Living Environment	8		3	
Physics				
Global History and Geography	2		1	
US History and Government	1		1	
Foreign Language	3		3	
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)								

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
Chinese Reading Test								

B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We use Acuity, NSYSESLAT, LAB-R and regents exams to assess literacy skills. We also examine credit accumulation and passing rates on the social studies and science regents. In addition, we have tutorials and review classes during and afterschool which provide us with on-going progress in student growth in literacy and language skills.

2. The data on NYSESLAT is summarized as follows:

Spring 2011 - 16 students took the exam

Advanced Students -12 Pass=11 Fail =1 (IEP/ELL student)

Intermediate Students- 6 Pass=5 absent for exam=1(IEP/Ell student)

- 2 Students moved up from Intermediate to Advanced level
- 3 showed little or no improvement – All students are both ELL/IEP students

Our ELL/IEP student's need more help in achieving proficiency on this exam s well as the NYS Regetns exams

A noteworthy trend is that the incoming classes (9th grade) have had an on-going increase in the number of students who are both ELL and IEP. Right now more than 50% of our Ell students fall into this category. In order to ensure that our students are improving academically, we must constantly monitorand evaluate our pedagogical strategies concomittant with outcomes.

3.As we have so few ELL students , there is no reliable discernible pattern on the NYSESLAT modialites in reading/writing or listening/speaking . However, it seems as if students have greater need in reading/writing as opposed to speaking and listening. Ms. Torrente, our ESL teachers puts greater emphasis on teaching reading comprehension and ELA writing skills

4.a.Other than Integrated Algebra and Living Environment, fewer than 3 students took any other regents exam. This small number makes it difficult to draw any conclusions here. For both the Integrated Algebra I & Living Environment Regents exams, 3 out of 8 students passed these exams (38%). The pass rate is low because our ELLs have complex educational needs. In the last few years, each incoming class has included increasing numbers of IEP/Ell students As, 50% of our ELLs are also IEP the attainment of adequate literacy and math skills leading to high school graduation remains our continual challenge. We also provide students with biligual glossaries and/or dictionaries to

b.The SLT and staff have used the Ell assessments and concomittent data as a basis for the unique design of our ELL Program.

c.As previously mentioned, our IEP/ELL students struggle with many if not most of the state and other ancillary assessments. Also, the ELL periodic assessments also given administration and the SLT a snapshot of how Ell student progress .and help us to modify existing academic programs

5. We do not have a dual language program.

6. Current ELL Students

10 students - 10 Students ELL /IEP (52%) and are broken down as follows:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Collegiate Inst for Math & Sc</u>		School DBN: <u>X288</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shadia Alvarez	Principal		11/21/11
Vincent Rodriguez	Assistant Principal		11/21/11
Zulma Melendez	Parent Coordinator		11/21/11
Yvonne Torrente	ESL Teacher		11/21/11
Debra Kawalick	Parent		11/21/11
Harold Brown	Teacher/Subject Area		11/21/11
Vernon Johnson	Teacher/Subject Area		11/21/11
Heidi Ludwig	Coach		11/21/11
Sonia Bu	Coach		11/21/11
Jetsun Feliciano	Guidance Counselor		11/21/11
Barbara Gambino	Network Leader		11/22/11
Richard Hogg	Other <u>College Advisor</u>		11/21/11
Luis Colon	Other <u>Special Education</u>		11/21/11
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 11x288 **School Name:** Collegiate Inst. for Math & Science

Cluster: 562 **Network:** New Visions

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

Part A: Needs Assessment Findings

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

At Collegiate Institute for Math and Science, we assess the school's written, translation and oral interpretation needs from the results of the Home Language Survey; furthermore, monitoring reports such as the ATS-RHLA allow us to keep abreast of the many languages our students and parents speak.

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.

Based on the Home Language Survey, we have determined that there are 189 LEP parents, that constitute 34.7% of our population. In addition, we have 18 languages represented in our school. Spanish, however is the only language that more than 10% of our population speaks; this is followed by a small population of Albanian and Urdu. Currently we have staff members that are fluent in Spanish and serve as translators. We have ordered equipment to assist us with the additional languages.

In December 2011, a mailing will be sent to parents and community members informing them of our findings and sharing the resources available for translation and interpretation.

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.

Currently, all CIMS brochures, and major documents are translated into Spanish. We are working with Lingua Linx to provide additional services in written translation services. Our goal is by June 2012 to have all Parents Handbooks, Student Handbooks and CIMS Academic Expectations Hand-Outs translated for distribution this summer. CIMS has also identified community based organizations in the area such as Settlement House and Bronx House that offer volunteers on an as needed basis for both written and oral translation.

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

Oral translation into Spanish is available through the administration and staff. Due to the fact that we are in a multi-campus site, in the event that we need oral translation in Urdu, Albanian or French we have identified staff members at other schools that can assist as needed. When necessary, other languages are translated with the assistance of the DOE and outside agencies.

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>.

We fulfill Section VII of Chancellor's Regulation A-663 regarding parental notification requirements for translation and interpretation services. In addition, all school postings, notices, and letters are sent home both in English and Spanish.

