



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** COLLEGIATE INSTITUTE FOR MATH & SCIENCE

DBN 11X288

**PRINCIPAL:** SHADIA ALVAREZ

**EMAIL:** [SALVARE6@SCHOOLS.NYC.GOV](mailto:SALVARE6@SCHOOLS.NYC.GOV)

**SUPERINTENDENT:** CARRON STAPLE

**06-14-2013  
2012-13 CEP**

**JANUARY 14, 2013**

**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 or Designee	
David Griffin	*UFT Chapter Leader or Designee	
Debra Kawalick	*PA/PTA President or Designated Co-President	
Zulma Melendez	DC 37 Representative	
Cynthia Prisco	Student Representative	
Daniel Diaz	East Side Settlement House, CBO Representative	
Janelle Williams	Member/Parent	
Liz Scanlon-Taitt	Member/Parent	
Eve Rittle	Member/UFT	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **ANNUAL GOAL #1 AND ACTION PLAN**

### **Annual Goal #1**

By June 2013, CIMS school leaders and 100% of core-subject faculty will align curricula to the Common Core Learning Standards (CCLS) in all core subjects (English, Math, Science and Social Studies) by creating a syllabus, curriculum map and two units that follow NYSED/NYCDOE scope and sequence for that subject; in order to increase college readiness across all grades.

### **Comprehensive needs assessment**

CIMS is committed and working towards fulfilling the Citywide Instructional Expectations for 2012 – 2013. Our goal to meet the Chancellor’s expectation of engaging all students in at least two Common Core aligned units, which include performance tasks in literacy, and math is, as a result of our need to increase rigor in our classrooms. Our analysis of the data indicated that 64.8% of students in Cohort 2012, met the College Readiness index, as measured by the Progress Report. CIMS believes that alignment of our curriculum and the practice of successfully completing a performance task will lead to an increase in the College Readiness index.

### **Instructional strategies/activities**

- Teachers will attend a minimum of 60 hours of Professional Development using Circular 6 and After-School to support their implementation of learning activities centered on the citywide instructional expectations, and instructional shifts. Close attention will be paid to deepening our work around mathematical modeling, argumentative writing and close reading.
- Curriculum teams will meet two times a week to discuss classroom instruction, student work, best practices and curriculum alignment.
- 90% of teachers in core subjects will complete a CCLS aligned unit in the Fall and Spring, and be prepared to share the development and learning connected to that unit with their subject team in Spring 2013.
- Mathematics teachers will receive professional development weekly from a New Visions Instructional Coach, via A2i Initiative. Teachers will look at student work, compare Regents to PARCC assessments and develop CCLS aligned units.
- Approved shortened days will be used for curriculum planning and professional development.
- Funding for the AUSSIE Coaches and per session for teacher teams is allocated.
- AUSSIE Coaches and New Visions will provide professional development for teachers.
- All activities and instructional strategies align with the Chancellor’s Citywide Instructional Expectations and the Common Core Learning Standards; and include materials from the “Access the Core” article on the website [www.achievethecore.org](http://www.achievethecore.org).

### **key personnel and other resources used to implement these strategies/activities.**

- Principal and Assistant Principal, Team Leaders and Guidance Team
- New Visions Leadership Development Facilitator and Aussies Coaches will facilitate curriculum teams (as needed) and lead professional development around designing “common core aligned lessons and units of study” for all core subjects.

**steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities.**

- Teachers will be engaged in professional development around understanding instructional shifts in common core standards in all core subjects.
- Teachers will submit two units (a syllabus for each class aligned to Common Core Learning Standards, a curriculum map, Fall & Spring)
- Teachers will create Common core aligned tasks and share samples of student work.
- Teachers meet in teams to discuss, prepare, make recommendations and evaluate formative and summative assessments throughout the year.
- Principal and Assistant Principal will document implementation and evidence of units and performance tasks during formal and informal observations.
- 95% of students will complete a CCLS task in each core subject (Fall and Spring).
- A minimum of 75% of students will write at least two argumentative essays by Spring 2013 that meet CCLS standards. High School essays will be graded against the argumentative writing rubric developed by the Literacy Design Collaborative (LDC)-a Gates Foundation Project. Essays will be presented and shared in curriculum teams and then presented as an end of the year Professional Development.
- There will be an increase in the number or percentage of students meeting the College ready index.

**timeline for implementation.**

**Fall 2012**

- Principal, Assistant Principal and teachers participate in professional development ( Aussie Coaches, A2i, Literacy Design Collaborative and New Visions).
- Curriculum Teams and Aussies begin refining and giving each other feedback regarding curriculum maps and 1<sup>st</sup> CCLS aligned unit.
- Curriculum Teams reflect and share out what worked, what has not, and next steps during professional development.
- Students complete mid-year assessment and reflection.
- Principal, Assistant Principal and Aussies analyze data, reflect on implementation and refine plan for Spring 2013

**Spring 2013**

- Principal, Assistant Principal and teachers participate in professional development (Aussie Coaches, A2i, Literacy Design Collaborative and New Visions).
- Curriculum Teams and Aussies begin refining and giving each other feedback regarding curriculum maps and 2<sup>nd</sup> CCLS aligned unit.
- Principal, Assistant Principal and Aussies reflects on implementation and refine plan for Summer 2013
- Students complete Learning Environment survey, end-of-year assessment and reflection.
- Curriculum Teams reflect and share out what worked, what has not and next steps during professional development. End-of-Year data is shared and analyzed with the purpose of “digging” through for evidence of best practices and creating school-wide next initiatives

**Summer 2013**

- Principal, Assistant Principal, Aussies and team leaders plan professional development for Fall 2013

### Strategies to increase parental involvement

- School Leadership Team and Parent Association and other parent meetings, include introduction to School Progress Report, Citywide Instructional Expectations, the Chancellor's Regulations and the DOE Performance tasks.
- Parent Workshops for students by grade address academic expectations concerning college and career readiness.
- Our yearly and monthly calendar indicates upcoming exams and assessments. Data-cation tool updates parents as to status of student work and gives parents day to day data.
- Parent Teacher Conferences offer parents opportunity to meet with teachers, get copies of classroom syllabi, and if requested curriculum maps.
- School Messenger sends out telephone calls to parents and guardians for attendance and for students who are falling behind in classes.
- Our school website is under construction. It will inform families of curriculum being covered.

### Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

### Service and program coordination

*Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).*

CFN 562 provides support by:

The Support Team at the CFN provides budget, compliance and human resources support

The Aussie Professional Development Team:

Offers Professional Development for all teachers and staff members

Coaches, facilitates and provides feedback to core content teachers, and supports core content teams with CCLS alignment.

New Visions for Public Schools provides us in the following ways:

- Leadership Development Facilitator to assist us with professional Development and Instructional Resources
- Establishment of the *Urban Teacher Residency (UTR)* teaching hospital (teacher training lab site) which provides us with Residents to support

teachers in the classroom.

- Participation in Federal Innovation Curriculum Development Initiative in Mathematics (*Accessing Algebra Through Inquiry – a2i*)
- CCLS Literacy & Math Professional Development Series for Assistant Principals and Teacher Leaders

#### FY'13 PS & OTPS Budget

PS: Hire Aussie Coaches

PS: Add one Assistant Principal for Guidance, to allow Principal to focus exclusively on instruction and instruction –related matters.

PS: Use per session funds to provide additional coaching time for teachers.

PS: Use per-session funds to provide additional tutoring for lower third, ELL's, Special Education students and Expanded Success Academy students.

PS: Use per session funds (training rate) to provide additional professional development for teachers around CCLS alignment, Teacher Effectiveness, cultural competence, and team building.

PS: Use per session funds to provide additional professional development for teachers to adopt, adapt, and or refine curriculum maps and unit plans.

OTPS: Hire Vendor to provide coaching and feedback to teachers concerning CCLS alignment.

OTPS: Hire vendor to provide coaching for Principal and selected Leadership Team Members, concerning CCLS alignment. (Leadership Academy, New Visions, and School Leadership Network)

## **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**

By June 2013, CIMS will build the capacity of teacher teams to deepen teaching practices that are aligned with CCLS across grades and subjects. These practices will reflect a coherent set of beliefs about how students learn best by performing cycles of inquiry (through team activities with the input of school leaders and coaching teams) that, based on an analysis of students work, will generate evidence of student learning.

### **Comprehensive needs assessment**

In the 2012, school year teachers in core content areas (English, Social Studies, Math, and Science) submitted one Common Core Learning Standards aligned unit. The planning, development and feedback produced by teacher teams lead to multiple discussions around 1) best practices; 2) skill sets needed by grade and 3) the importance of embedding the common core instructional shifts across subjects and grades.

### **Instructional strategies/activities:**

- School leadership meets monthly with Team Leaders, AUSSIE coaches and A2I Math Coach to discuss development of CCLS units of study and teacher readiness.
- Departmental teams meet semi-weekly, conduct inter-visitations, analyze student work and share best practices in subject areas.
- ESI cohort leaders meet monthly to assess needs of 9<sup>th</sup> grade Black and Latino Males.
- Critical Friends Group Principals perform “Instructional Learning Walks” at each other’s schools on a monthly basis.
- Special Education, ELL’s, lowest third and “at risk” students are monitored and targeted for interventions by guidance team and grade-level advisor.
- Teacher teams continuously examine student work in order to understand the gaps in student knowledge and skills, and inform the revision of their instructional units.
- Teacher teams submit team agenda, protocols and minutes to Principal on a weekly basis; and
- Teacher teams twice a year complete mid-year assessment, where they document best practices and opportunities for improvement.
- All activities and instructional strategies align with the Chancellor’s Citywide Instructional Expectations and the Common Core Learning Standards, and materials from “Overcoming the Five Dysfunctions of a Team”; and “Reframing Teacher Leadership” by Douglas B. Reeves.

### **key personnel and other resources used to implement these strategies/activities:**

- AUSSIES Coaches assist, observe, support and provide feedback at Departmental Meetings
- A2I coach assists, observes, supports and provides feedback at Math Department Meetings
- Special Education teachers are part of subject area team.
- Critical Friends Group Principals share best practices, instructional strategies and academic supports.

**steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- Monthly staff meetings
- Departmental trips to other schools in Critical Friends Group to observe teaching methods.
- Curriculum teams will continuously examine student work from the current school year to understand the gaps in student knowledge and skills in order to inform the revision of their instructional units.
- Teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core learning standards.
- Teachers will collaboratively assess the quality of student work from the implementation of the first unit and repeat the cycle for the second unit.

**timeline for implementation:**

**Fall 2012**

- Principal, Assistant Principal and teachers participate in professional development (Aussie Coaches, A2i, Literacy Design Collaborative and New Visions).
- Curriculum Teams and Aussies craft priorities and goals for the year based on grade level data and anecdotal evidence from teachers.
- Curriculum Teams complete survey, reflect and share out what worked, what has not and next steps during mid-year meeting.
- Principal, Assistant Principal and Aussies analyze data, reflect on implementation and refine plan for Spring 2013.

**Spring 2013**

- Principal and staff participate in professional development (Aussie Coaches, A2i, Literacy Design Collaborative and New Visions).
- Curriculum Teams and Aussies evaluate goals and priorities.
- Principal, Assistant Principal and Aussies reflects on implementation and refine plan for Summer 2013.
- Curriculum Teams reflect and share out what worked, what has not and next steps during professional development. End of Year data is shared and analyzed with the purpose of “tuning” the team for greater effectiveness.

**Summer 2013**

- Principal, Assistant Principal, Aussies and team leaders plan professional development for Fall 2013.

**Strategies to increase parental involvement**

- The Principal shared excerpts from “Good to Great” by Jim Collins and “effectiveness of teams” research with community members.
- The Principal has shared her goals and objectives with the SLT and PA.
- The Principal has shared importance of Table of Organization and school structure around teams: Teacher Teams, Attendance Team, Guidance Team, School Leadership Team, for the purpose of ensuring alignment, commonality of purpose, and accountability to results.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

CFN 562 provides support by:

The Support Team at the CFN provides budget, compliance and human resources support

The Aussie Professional Development Team:

Offers Professional Development for all teachers and staff members

Coaches, facilitates and provides feedback to core content teachers, and supports core content teams with CCLS alignment.

New Visions for Public Schools provides us in the following ways:

- Leadership Development Facilitator to assist us with professional Development and Instructional Resources
- Establishment of the *Urban Teacher Residency (UTR)* teaching hospital (teacher training lab site) which provides us with Residents to support teachers in the classroom.
- Participation in Federal Innovation Curriculum Development Initiative in Mathematics (*Accessing Algebra Through Inquiry – a2i*)
- CCLS Literacy & Math Professional Development Series for Assistant Principals and Teacher Leaders

FY'13 PS & OTPS Budget

PS: Hire Aussie Coaches

PS: Add one Assistant Principal for Guidance, to allow Principal to focus exclusively on instruction and instruction –related matters.

PS: Use per session funds to provide additional coaching time for teachers and team time.

PS: Use per-session funds to provide additional tutoring for lower third, ELL's, Special Education students and Expanded Success Academy students.

PS: Use per session funds (training rate) to provide additional professional development for teachers around CCLS alignment, Teacher Effectiveness, cultural competence, and team building.

PS: Use per session funds to provide additional professional development for teachers to adopt, adapt, and or refine curriculum maps and unit plans.

OTPS: Hire Vendor to provide coaching and feedback to teachers concerning CCLS alignment.

OTPS: Hire vendor to provide coaching for Principal and selected Leadership Team Members, concerning CCLS alignment. (Leadership Academy, New Visions, and School Leadership Network)

### **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**

By June 2013, CIMS will improve student college-readiness across all grades by deepening the school community's understanding of what high-quality teaching looks like through professional development in three selected domains: (1) Planning and Preparation; (3) Instruction and (4) Professional Responsibility, from Charlotte Danielson's "Framework for Teaching".

#### **Comprehensive needs assessment**

CIMS is committed to improving its college readiness outcomes across grade levels. Our 2011-2012, Progress Report shows student college readiness levels as follows:

- Four Year College Readiness Index of 64.8% (Six-year 32.3%)
- Post-secondary Enrollment Rate of 61.2% (Six-year 67.7%)
- College and Career Preparatory Course Index of 75.2%

#### **Instructional strategies/activities**

All activities and instructional strategies align with the Chancellor's Citywide Instructional Expectations, the Charlotte Danielson's Framework for Teaching and the Common Core Learning Standards.

- Partnering with Aussies, A2I, and New Visions, 100% of faculty will attend at least fifteen hours of professional development that focuses on selected domains from Charlotte Danielson's Framework: Domain 1, with special attention to: Setting instructional goals; and Designing Coherent Instruction and Assessment; Domain 3, with special attention to: Questioning, Discussion Techniques & Feedback; and Domain 4, with special attention to: Professional Development & Reflection
- Faculty members will conduct inter-visitations, write reflections and debrief in teacher teams with attention to best practices observed.
- Teacher teams will examine student work through the lens of clarifying protocols in order to distill best practices among team members as measured by the Danielson Framework (books given at beginning of year).

#### **key personnel and other resources used to implement these strategies/activities:**

- Principal, Assistant Principal, Leadership Team (Team Leaders, Guidance Team)
- New Visions Leadership Development Facilitator.
- Aussie coaches in all major core content areas.

#### **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- Monthly staff meetings, include time for sharing of best practices.

- Inter-visitations with external partners and schools in the New Visions network.
- Inter-visitations with schools in Critical Friends Group.

### **timeline for implementation**

#### **Fall 2012**

- CIMS holds professional developments sessions to help teachers understand the three selected domains from the Danielson Framework
- Principal identifies resources and structures to support teacher understanding of the Danielson Framework (e.g. Videos on ARIS, ASCD resources, teacher teams and inter-visitations)
- Teachers conduct first teacher-to-teacher inter-visitations, followed by written reflection and team-centered debriefs
- Principal and Assistant Principal conduct classroom observations, followed by face to face and written feedback.

#### **Spring 2013**

- CIMS holds professional developments sessions to help teachers refine their understanding of the three selected domains from the Danielson Framework
- Teacher teams use resources identified by Principal (e.g. Videos, ASCD resources, etc.) to discuss best practices and discuss strategies for providing feedback and strengthening teacher practice.

#### **Summer 2013**

- Principal, Assistant Principal, Aussies and Team Leaders plan professional development for Fall 2013.

### **Strategies to increase parental involvement**

- The Principal shared excerpts from “The Framework for Teaching” by Charlotte Danielson and worked with parents on creating a checklist of expectations that classrooms and teachers should have to ensure academic readiness.
- The Principal has shared her goals and objectives with the SLT and PA.
- The Principal has shared importance of Teacher observations, end of the year rating, and school structure around teams: Teacher Teams, Attendance Team, Guidance Team, School Leadership Team, for the purpose of ensuring alignment, commonality of purpose, and accountability to results.

**Budget and resources alignment**

- Indicate your school's Title I status: X School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

\_\_\_\_\_ Tax Levy      X   Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

CFN 562 provides support by:

The Support Team at the CFN provides budget, compliance and human resources support

The Aussie Professional Development Team:

Offers Professional Development for all teachers and staff members

Coaches, facilitates and provides feedback to core content teachers, and supports core content teams with CCLS alignment.

New Visions for Public Schools provides us in the following ways:

- Leadership Development Facilitator to assist us with professional Development and Instructional Resources
- Establishment of the *Urban Teacher Residency (UTR)* teaching hospital (teacher training lab site) which provides us with Residents to support teachers in the classroom.
- Participation in Federal Innovation Curriculum Development Initiative in Mathematics (*Assessing Algebra Through Inquiry – a2i*)
- CCLS Literacy & Math Professional Development Series for Assistant Principals and Teacher Leaders

FY'13 PS & OTPS Budget

PS: Hire Aussie Coaches

PS: Add one Assistant Principal for Guidance, to allow Principal to focus exclusively on instruction and instruction –related matters.

PS: Use per session funds to provide additional coaching time for teachers and team time.

PS: Use per-session funds to provide additional tutoring for lower third, ELL's, Special Education students and Expanded Success Academy students.

PS: Use per session funds (training rate) to provide additional professional development for teachers around CCLS alignment, Teacher Effectiveness, cultural competence, and team building.

PS: Use per session funds to provide additional professional development for teachers to adopt, adapt, and or refine curriculum maps and unit plans.

OTPS: Hire Vendor to provide coaching and feedback to teachers concerning CCLS alignment.

OTPS: Hire vendor to provide coaching for Principal and selected Leadership Team Members, concerning CCLS alignment. (Leadership Academy, New Visions, and School Leadership Network)

## **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**

By June 2013, CIMS administration will continue to improve the effectiveness of all 100% of faculty, including those new to the profession, by conducting short, frequent cycles of classroom observations (including formal, and informal observations, and classroom walk through), and reflective opportunities (such as Viewing student work) that generate meaningful feedback concerning planning, questioning techniques, assessments, and reflection, that informs instruction.

### **Comprehensive needs assessment**

Initial walk through, informal observations and Critical Friends Group learning walks indicated that 20% of the faculty could use additional professional development in the following Danielson domains: Planning and Preparation, Instruction with reference to questioning techniques, and assessments and Professional Responsibility, i.e. reflection on practice, as defined by the Danielson Framework.

### **Instructional strategies/activities**

- Principal and Assistant Principal will follow a schedule for teacher observations, informative feedback, inter-visitations aligned to the Danielson competencies.
- Principal and Assistant Principal will ask for teachers input on the type of feedback they find most helpful.
- Principal and Assistant Principal meet with teachers to design professional development plan, and provide professional development activities aligned to the plan.
- Principal and Assistant Principal will participate in Critical Friends Group comprised of six high performing New Visions colleagues, with a focus on determining What rigor is? What it looks like in the every-day classroom and What best practices schools can share and embed?

### **key personnel and other resources used to implement these strategies/activities:**

Principal and Assistant Principal and team leaders will discuss observation process, evaluate and refine Fall and Spring.  
New Visions, Aussies, A2i, and B-TEN support personnel with assist with walkthroughs, inter-visitations and compiling teacher feedback.

### **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

School leaders will ask for teachers' input through surveys, mid-year assessment and other tools  
School leaders will meet with each teacher to construct a professional development plan, and revise twice a year.

**timeline for implementation:**

**Fall**

Principal and Assistant Principal host inter-visitations, walkthroughs and begin observation process.

**Spring**

Principal and Assistant Principal revise templates for inter-visitations, walkthroughs and observation based on feedback from teachers and staff.

**Summer**

Principal, Assistant Principal and Team Leaders meet to review, revise, evaluate and further develop formal and informal observation process at CIMS.

**Strategies to increase parental involvement**

- The Principal shared excerpts from “The Framework for Teaching” by Charlotte Danielson and worked with parents on creating a checklist of expectations that classrooms and teachers should have to ensure academic readiness.
- The Principal has shared examples of school walkthrough templates used by parents and invited parents to participate in a “parent-based” school walkthrough Spring 2013.

**Budget and resources alignment**

- Indicate your school’s Title I status: X School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax Levy  X  Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III \_\_\_\_\_ Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

CFN 562 provides support by:

The Support Team at the CFN provides budget, compliance and human resources support

The Aussie Professional Development Team:

Offers Professional Development for all teachers and staff members

Coaches, facilitates and provides feedback to core content teachers, and supports core content teams with CCLS alignment.

New Visions for Public Schools provides us in the following ways:

- Leadership Development Facilitator to assist us with professional Development and Instructional Resources
- Establishment of the *Urban Teacher Residency (UTR)* teaching hospital (teacher training lab site) which provides us with Residents to support teachers in the classroom.
- Participation in Federal Innovation Curriculum Development Initiative in Mathematics (*Accessing Algebra Through Inquiry – a2i*)
- CCLS Literacy & Math Professional Development Series for Assistant Principals and Teacher Leaders

FY'13 PS & OTPS Budget

PS: Hire Aussie Coaches

PS: Add one Assistant Principal for Guidance, to allow Principal to focus exclusively on instruction and instruction –related matters.

PS: Use per session funds to provide additional coaching time for teachers and team time.

PS: Use per-session funds to provide additional tutoring for lower third, ELL's, Special Education students and Expanded Success Academy students.

PS: Use per session funds (training rate) to provide additional professional development for teachers around CCLS alignment, Teacher Effectiveness, cultural competence, and team building.

PS: Use per session funds to provide additional professional development for teachers to adopt, adapt, and or refine curriculum maps and unit plans.

OTPS: Hire Vendor to provide coaching and feedback to teachers concerning CCLS alignment.

OTPS: Hire vendor to provide coaching for Principal and selected Leadership Team Members, concerning CCLS alignment. (Leadership Academy, New Visions, and School Leadership Network)

## **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**

By June 2013, CIMS will participate in the Expanded Success Initiative (ESI) to support the developmental, academic and social-emotional needs of 9<sup>th</sup> grade male students of Color. CIMS will provide mentoring, academic interventions, college and career readiness activities and experiential educational opportunities that will strengthen and prepare these students to be leaders in the school and community.

### **Comprehensive needs assessment**

Our progress report for 2011-2012 indicates that the percentage of Black and Latino students earning more than 10 credits per year is 20 points lower than the general school population.

### **Instructional strategies/activities**

- Summer Bridge program for 100 incoming 9<sup>th</sup> grade students. Program focuses on developing academic skills and social emotional readiness.
- All 9<sup>th</sup> grade African American and Latino males were placed in cohorts by a grade level advisor, who supports and monitors their academic and social-emotional performance.
- 9<sup>th</sup> grade students attend a minimum of 1 college trip during the 1<sup>st</sup> year.
- Report cards and attendance are carefully monitored at the end of each marking period and semester.
- Monthly theme-based assemblies, weekly study hall and peer tutoring are conducted to support target students' development in the 3 priority areas: College readiness, Academic and Social/Emotional Growth (including attendance)
- Professional Development for teachers that focuses on cultural competency and alignment to citywide instructional expectations will be offered to teachers and staff.

### **key personnel and other resources used to implement these strategies/activities:**

- Interventions have been developed in order to ensure student success toward meeting academics and goals.
- Guidance Team will ensure participation in activities that provide students with school level information. Each cohort leader will closely monitor attendance, grades, participation in ESI activities.

### **steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:**

- Guidance Advisors will design progress reports for teachers to complete every 3 weeks to track student academic progress and attendance.

### **timeline for implementation:**

- Ongoing September 2012-June 2013. Summer Bridge Program July 2013

**Strategies to increase parental involvement**

- The Principal shared excerpts from “The Trouble with Black Boys” by Pedro Noguera and “Letters to Young Men” by Daniel Whyte with parents and students.
- The Principal has shared the Expanded Success Initiative proposal and the goals and objectives with the SLT and PA.
- The Principal has shared the importance of sharing cohort information with the various teams. The Attendance Team and Guidance Team, will closely monitor and track student results.
- The Principal has shared “Father-Hood Initiative” sponsored by the Allan Houston Legacy Foundation and the New York Knicks.

**Budget and resources alignment**

- Indicate your school’s Title I status: X School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
\_\_\_\_\_ Tax Levy \_\_\_\_\_ Title I \_\_\_\_\_ Title IIA \_\_\_\_\_ Title III  X  Grants \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

CFN 562 provides support by:

The Support Team at the CFN provides budget, compliance and human resources support

The Aussie Professional Development Team:

Offers Professional Development for all teachers and staff members

Coaches, facilitates and provides feedback to core content teachers, and supports core content teams with CCLS alignment.

New Visions for Public Schools provides us in the following ways:

- Leadership Development Facilitator to assist us with professional Development and Instructional Resources
- Establishment of the *Urban Teacher Residency (UTR)* teaching hospital (teacher training lab site) which provides us with Residents to support teachers in the classroom.
- Participation in Federal Innovation Curriculum Development Initiative in Mathematics (*Accessing Algebra Through Inquiry – a2i*)
- CCLS Literacy & Math Professional Development Series for Assistant Principals and Teacher Leaders

FY'13 PS & OTPS Budget

PS: Hire Aussie Coaches

PS: Add one Assistant Principal for Guidance, to allow Principal to focus exclusively on instruction and instruction –related matters.

PS: Use per session funds to provide additional coaching time for teachers and team time.

PS: Use per-session funds to provide additional tutoring for lower third, ELL's, Special Education students and Expanded Success Academy students.

PS: Use per session funds (training rate) to provide additional professional development for teachers around CCLS alignment, Teacher Effectiveness, cultural competence, and team building.

PS: Use per session funds to provide additional professional development for teachers to adopt, adapt, and or refine curriculum maps and unit plans.

OTPS: Hire Vendor to provide coaching and feedback to teachers concerning CCLS alignment.

OTPS: Hire vendor to provide coaching for Principal and selected Leadership Team Members, concerning CCLS alignment. (Leadership Academy, New Visions, and School Leadership Network)

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Prep Schools Attuned ELA Prep for Regents	Small Group One-to-one Tutoring	After School Saturday School A.M. Academy
Mathematics	A2i Math Regents Prep	Small Group One-to-one Tutoring Math Lab Grade Level	After School Saturday School A.M. Academy
Science	Science Regents Prep	Small Group One-to-one Tutoring Science Lab Grade Level	After School Saturday School A.M. Academy
Social Studies	Global Regents Prep U.S. History Regents Prep	Small Group One-to-one Tutoring Social Studies Lab Grade Level	After School Saturday School A.M. Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	ESI Guidance Advisors Counseling	Small Group One-to-One Cohort-based by grade	After School Saturday School A.M. Academy

## HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

CIMS benefits from a dedicated and experienced staff. New Teachers work with skilled mentors and enjoy a variety of professional development opportunities. Our recruitment and retention plan is described below:

### **Recruitment:**

- New Visions and Department of Education Open Houses are conduits for highly qualified applicants.
- CIMS hosts open houses (4 last year) in Spring and Summer for dynamic and enthusiastic teachers.
- Letters, emails and communications with stakeholders (parents, teacher networks, and professional organizations) attract candidates from diverse backgrounds.
- Principal, Assistant Principal and teachers determine “right fit” through hiring process that includes, interviews with School Leadership, parents, teacher teams, and student feedback. All candidates interview and are expected to lead a demonstration lesson.

### **Retention:**

- A needs assessment survey is done in June to determine the types of Professional Development requested by the staff.
- AUSSIES offer comprehensive support in the area of curriculum development, planning and CCLS alignment.
- Monthly meeting & BTEN mentoring initiative, supports collection and analysis of quantitative and qualitative data.
- New teachers are partnered with experienced teachers gaining new insights for both.
- Our School was chosen as a *Teaching Hospital for the Urban Teacher Residency Program, New Visions*.
- A library of ASCD materials, videos and resources is available for teacher use.

### **Assignments:**

- A preference sheet is given to determine teacher interest.
- Assignments are given based on student need, certification, teacher requests and skill sets
  - For example in addition to required courses, our social studies department offers a Human Rights course and a Street Law course

### **Support:**

- New Visions our Professional Support Organization offers Professional Development on topics of interest to

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

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

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

---

**PARENT INVOLVEMENT POLICY (PIP) 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;
- 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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;

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

## **III. Student Responsibilities:**

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Barbara Gambino</b>	District <b>11</b>	Borough <b>Bronx</b>	School Number <b>288</b>
School Name <b>Collegiate Institute for Math &amp; Science</b>			

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

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

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>544</b>	Total Number of ELLs	<b>20</b>	ELLs as share of total student population (%)	<b>3.68%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## 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

<p><b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply</p>	<p>K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/></p> <p>6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/></p>
--	---

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained Push-In</b>										3	4	0	0	7
<b>Total</b>	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
<b>Total</b>	<b>4</b>	<b>1</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>3</b>	<b>13</b>	<b>0</b>	<b>8</b>	<b>20</b>

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
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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
<b>TOTAL</b>	<b>0</b>	<b>8</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>20</b>								

## 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

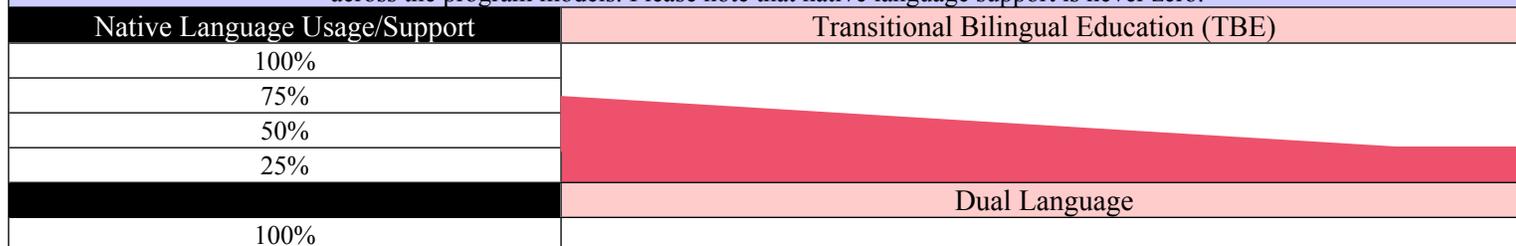
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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

### Native Language Usage and Supports

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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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 are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

1. N/A
2. N/A
3. N/A
4. N/A
5. N/A

#### **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	

**NYSESLAT Modality Analysis**

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

**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
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
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 modalites 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

19 students – 10 Students ELL/IEP (53%) and are broken down as follows:

9th grade – 8 – 4ELL/IEP )

10th grade – 10- 6 ELL/IEP)

11<sup>th</sup> - 1 Ell student- no ELL/IEP

12<sup>th</sup> - none

As previously mentioned, we use all the assessment tool list in question #1 above. Furthermore, we evaluate transcripts, regents passed and for special education students- IEPs.

Success = All of the above students will have credit accumulation appropriate for grade level, passing/obtaining proficiency on all ELL exams, passing all regents/rcts, graduating from high school with a Local, Regents or Advanced Regents diploma in four years and registering or showing evidence of being college and career ready!

### 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: Collegiate Inst for Math & Sc****School DBN: X288****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.

