



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: COMPREHENSIVE MODEL SCHOOL PROJECT

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X327

PRINCIPAL: MANUEL RAMIREZ

EMAIL: MRAMIRE4@SCHOOLS.NYC.GOV

SUPERINTENDENT: DOLORES ESPOSITO

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
Manuel Ramirez	*Principal or Designee	
Patrick Bentsen	*UFT Chapter Leader or Designee	
Milagros Burgos	*PA/PTA President or Designated Co-President	
Ulises Jimenez	DC 37 Representative, if applicable	
Shanil Nunez Ervin Amoako	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Milly Veras	Member/	
Ana Brito	Member/	
Lourdes Garcia	Member/	
Yonancy De Jesus	Member/	
Iveett Guayabo	Member/	
	Member/	
	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

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

Annual Goal #1

To increase writing across content areas which will in turn show progress in student achievement in all classes and on all NYS exams. By June 2013 20% of students will show significant progress in writing as evidenced by the 6 Traits of Writing rubric that will be used to assess their baseline, midline and endline pieces.

Comprehensive needs assessment

- As noted on prior years' exams, our students' writing is an area where improvements must be made. We intend to continue to tackle that challenge by increasing the amount of writing as well as to monitor the rigor in the writing that students are engaged in across content areas.
- Content area teachers will be engaged in professional development opportunities with the English teachers, ELA coach and Administration. These discussions will be centered around the needs of our students and how the content area teachers can support in this endeavor.

Instructional strategies/activities

- Teachers will incorporate writing assignments into their daily lessons that emulate testing questions
- Teachers will participate in professional development which will focus on analyzing testing questions and developing techniques and activities to support this initiative
- Administration and coaches will conduct observations and give feedback to support teachers
- Teachers will be involved in peer visitations and peer observations
- Teachers will keep writing portfolios for the students and use a uniform rubric to assess the progress of students across grade levels at least 3 times a year
- Teachers will confer with their students after assessing their writing to provide personalized feedback for each student

Strategies to increase parental involvement

- Contact every parent by phone, inviting and encouraging their participation.
- Students write letters to parents asking them to participate.
- Invite parent's to visit their child's classroom to view the instructional English language Arts program through invitation and writers exhibitions.
- Child and parent will sign a contract quarterly where parent helps child with assessment.
- Set up a book club for parents.
- Set up bulletin boards to post honor roll and perfect attendance students' pictures with their parents each quarter.
- Organize service-learning roles for parents at the school that can go on a job application. They learn a set of skills that can be listed on the resume.

Budget and resources alignment

- Indicate your school's Title I status: 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 Grants Other

If other is selected describe here:

Service and program coordination

To address the diverse needs of our students we will provide support and opportunities beyond academics to help them develop social skills.

- Academic Support: In addition to after school and Saturday school tutoring, we have an office where our students can receive academic support, organizational and study skills.
- The Academic Support Office pairs students with a student mentor and provides a meeting place for students to share their ideas.
- Social and Emotional Support: To meet community-induced challenges and natural adolescent development we have Grade Level Advisory. Advisory consists of peer counseling groups, mentoring, teen workshops on socialization and seminars conducted by members of the community.
- Extracurricular Activities and Partnerships: Relationships between the school, businesses, community agencies/organizations and individual citizens will be encouraged. Student interests vary and they will be provided with many opportunities to nurture their interests and foster inquiry, through:
ROTC, Police cadet programs, Politics- Bronx Court House (internships), Bronx Museum (internships for artist), Local Hospitals (internships), the Bronx Helpers Program (community service), and New Settlement Community Center.

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

To demonstrate gains in student progress particularly in the area of English Language Arts which will show an increase on the 2012-2013 School Progress Report. By June 2013 at least 15% of our level 2s will score at grade level (level 3) as demonstrated by the New York State ELA exam. In addition, at least 15% of our 8th grade level 3 students will show progress in their raw score on the ELA exam.

Comprehensive needs assessment

- Data for CMSP 327 has consistently shown an increase in students' progress as they travel from grade 6 through 8 on standardized exams. This progress has been consistent from year to year and this is strongly reflective on the Progress Report. Therefore, we recognize the importance of maintaining this record of performance and a need to focus our efforts on improving our score on the student performance section of the Progress Report more specifically in English Language Arts, in order to keep that data consistent.
- Through professional development centered around analyzing data and triggering more specific and targeted teaching, a greater degree of student progress in ELA will be realized.

Instructional strategies/activities

Student Performance

- Assess students periodically in all subjects with a focus on ELA to monitor progress and modify units of study and lessons based on most current data.
- Conduct grade level/department meetings using data to analyze and plan appropriate lessons and units of study.
- Provide differentiated professional development for staff members based on their needs to ensure best teaching practices are implemented.
- Focus much of our attention on child case studies to identify individual students' needs, strategize ways to target instruction and monitor progress over time.
- Teachers will continue to maintain data binders that will monitor whole class progress as well as the progress of students identified most at-risk and the target instruction to meet his or her needs.

School Environment

- Continue practices that contribute to our high student attendance such as: strong parent outreach when students are absent, bulletin board monitoring monthly student attendance, attendance incentives, etc.
- Increase parent communication and involvement through P.A. and P.A. functions, participation in School Leadership Team, workshops on academic expectations and ways to help their children succeed in the areas of Reading and Writing.
- Continue to use the School Leadership Team as a vehicle to encourage parents in the decision-making process of our school.
- Continue to maintain a safe learning environment using the School Code of Conduct, facilitating monthly safety meetings, etc.
- Teachers will reach out to parents to invite them to visit classes in an effort to strengthen the home-school connection.

Strategies to increase parental involvement

Provide weekly parent education tips that explain the concepts being taught and provide support materials that allow parents to help at home.

- Work with resource teachers to provide ability-based homework that reinforces the concepts of the general education and resource room.
- Bridge the gap between home and school through thematic home projects.
- Provide parent homework and a method of weekly communication between parent and teacher.
- Record the efforts of parent involvement on each child's report card, so parents can see the importance of their work and the value you place on it.

Budget and resources alignment

- Indicate your school's Title I status: 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 Grants Other

If other is selected describe here:

Service and program coordination

To address the diverse needs of our students we will provide support and opportunities beyond academics to help them develop social skills.

- Academic Support: In addition to after school and Saturday school tutoring, we have an office where our students can receive academic support, organizational and study skills.
- The Academic Support Office pairs students with a student mentor and provides a meeting place for students to share their ideas.
- Social and Emotional Support: To meet community-induced challenges and natural adolescent development we have Grade Level Advisory. Advisory consists of peer counseling groups, mentoring, teen workshops on socialization and seminars conducted by members of the community.
- Extracurricular Activities and Partnerships: Relationships between the school, businesses, community agencies/organizations and individual citizens will be encouraged. Student interests vary and they will be provided with many opportunities to nurture their interests and foster inquiry, through:
ROTC, Police cadet programs, Politics- Bronx Court House (internships), Bronx Museum (internships for artist), Local Hospitals (internships), Bronx Helpers Program (community service), and New Settlement Community Center.

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

To strengthen the instructional program for our English Language Learners and our Special Education Students. By June 2013, 90% of our teachers will attend professional development to obtain effective teaching methodologies to support language acquisition. 90% of our teachers will demonstrate the use of ESL methodologies during classroom instruction as evidenced by units of study and lesson plans. 90% of our teachers will attend professional development to study effective teaching methodologies to support the instructional growth of our special needs students. 90% of our teachers will show effective teaching strategies for our special education students as evidenced by observations and lesson plans.

Comprehensive needs assessment

- In order to better serve our increasing ELL population, we are looking to strengthen the instructional program this year. Presently, 19% of our student population is English Language Learners and 10% are Special Education Students. Building off of last year's Inquiry Team results, NYS exams, NYSESLAT, and other data we would like to continue to improve our teaching of effective ESL and Special Education methodologies throughout our school community.

Instructional strategies/activities

- Teachers will participate in monthly network ELL and Special Education professional development provided by consultants from our SSO.
- Teachers will begin to assist in the development of the school's Language Acquisition Policy, Title III Plan, CR-Part 154 and extension of services based on student data.
- New teachers will receive training on preparing and administering the NYSESLAT and Special Education support such as Lexia and Achieve 3000.
- Teachers will disaggregate the NYSESLAT data and compare the raw scores to the scale scores to determine the proficiency levels of students.
- Teachers will disaggregate the data for our Special Education students (the raw scores to the scale scores) to determine the proficiency levels of students.
- Continue to ensure that students identified as ELLs and Special Education are placed in the appropriate instructional setting
- Provide mandated ESL instructional time: Beginners/Intermediate – 360 minutes; Advanced/Transitional – 180 minutes
- Provide mandated Special Education services as noted by the IEP
- Provide standards-based instruction incorporating ESL and Special Education strategies and methodologies into ELA classes and into content area instruction that includes all four strands: reading, writing, listening and speaking.
- The ESL teacher will continue to administer the WRAP three times a year to all ELL students to track student progress
- Provide opportunities for students to participate in flexible grouping such as partnerships, whole group/small group instruction and cooperative learning during literacy and other content area instructional time
- Teach ELLs and Special Education students conventions, grammar and usage of the English language in a progressive and incremental manner
- Continue to purchase materials that support ELLs and Special Education, including books on tape, visuals, texts with appropriate illustrations and guided reading materials

- Increase classroom libraries with multicultural literature representative of the student population of the school
 - Teachers will participate in grade level meetings to discuss the specific needs of each student based on their proficiency levels (beginners, intermediate, and advanced) as well as IEP requirements.
 - Provide preparation time for ESL/Special Education teacher to articulate with regular education/monolingual teacher
- Create and display criteria charts and rubrics that demonstrate the current unit of study and that support all students

Strategies to increase parental involvement

- Provide, to the extent possible, information on programs and activities in a language and form that parents can understand
- Provide information through newsletters, agendas and website about programs, activities, curriculum, assessment and trainings held several times a year and at various times of the day in order to accommodate families
- Generate phone calls to parents thru the School Messenger automated phone system informing parents of upcoming tests (NY state/in-house)

Budget and resources alignment

- Indicate your school's Title I status: 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 Grants Other

If other is selected describe here:

Service and program coordination

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ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

To continue to increase the ability of teachers to use data to differentiate instruction through continued practice and professional development. By June 2013, 90% of our teachers will continue to participate in professional development sessions that will help them to improve their Student work samples; Student Portfolios; Agendas from faculty meetings and grade/department level meetings; Schedules for Special Education and ELL support staff providing intervention for students.

Comprehensive needs assessment

- As suggested by the School Quality Review in 2008, we will continue to refine the practice of differentiated instruction. The plan this year is to focus our efforts on continuously collecting data on our students across all areas of the curriculum with a focus on ELA and Social Studies. Data will be collected from various sources such as Periodic Assessments (predictive and instructionally targeted), New York State standardized exams, including the NYSESLAT for English language learners, STAR assessment, observation notes generated from student conferences, teacher-generated exams, quizzes, and projects, student gains reports and Individualized Education Plans for special education students. The data will be analyzed often and in depth. Teachers will have opportunities to study the item analysis of previous years' exams and simulation exams to notice patterns and trends and to make adjustments accordingly.

Instructional strategies/activities

- Teachers will use invitations to NYstart and ARIS to begin using the data compiled by city and state assessments to refresh their teaching practices.
- Teachers will be involved in peer visitations and peer observations and share feedback amongst each other.
- The ELA coach and assistant principal along with the support of the data specialist, will continue to facilitate grade/department level meetings to analyze student data;
- Data specialist will continue to attend data-driven workshops sponsored by central and will turn key training to colleagues during monthly faculty meetings;
- Selected teachers will continue to participate in network staff development sessions and turn key to grade level or department teams;
- Coaches and administrators will continue to conduct weekly team meetings (department and/or grade level) to analyze student data;
- Each teachers' binder containing the School Progress Report, Learning Environment Survey, School Quality Review, Student Gains Report, Predictive and Instructional Targeted Assessments, including class performance an item skills analysis as well as an exam history for the students that each teacher serves will be updated;
- Teachers will keep detailed binders on their own classes with teacher generated and formal assessments to monitor student progress.
- Teachers will continue to use data to plan lessons that meet the various needs of their students, including English language learners, special education students and other sub-groups through whole group and small group instruction;
- Ongoing professional development will continue to be provided and will focus on analyzing data and using the data to plan instruction in order to provide teachers with the tools to use data effectively to differentiate lessons.

Student portfolios will be implemented and monitored this year with a focus on writing. This will allow teachers to focus on the student's strengths and set goals based on the writing samples collected.

Strategies to increase parental involvement

Clearly communicate assessment goals and dates.

- Share the results of assessment with parents.
- Use a variety of assessment data to establish future goals for both home and school. Provide parents with the materials and education they need to assist their child.
- Collaborate with all specialists who work with your students, so all adults and parents work toward student success.
- Provide parents with online access to their child's grades and test results (ARIS, Engrade)

Help parents set up graphic organizers and data collection sheets that indicate work completed and methods used at home. These graphic organizers provide indispensable parent documentation and will become a valuable tool for conferences when establishing resource needs as well as for future IEP and 504 meetings when new goals are established

Budget and resources alignment

- Indicate your school's Title I status: 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 Grants Other

If other is selected describe here:

Service and program coordination

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ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

To increase parent involvement in our school which will impact positively on student success and show progress on the Annual School Environment Survey. By June 2013, at least 85% of our parents will respond to the parents' survey for the 2012-2013 school year and the school progress report will reflect a score of 12 out of 15 on the environment section.

Comprehensive needs assessment

- According to the 2011-2012 Progress Report, we earned 9.1 out of 15 on the environment section. We recognize the importance of having strong parental involvement which will translate into a higher academic expectation at home. This home-school connection will serve as a contagious effect of rigor both at home and in school.

Instructional strategies/activities

- Use parent meetings/contact as a vehicle to improve and maintain student attendance.
- Generate phone calls to parents thru the School Messenger automated phone system.
- Solicit parent involvement through meaningful and relevant topics for parent meetings
- Increased participation in SLT meetings as evidenced by sign-in sheets.
- Solicit parents to attend school functions such as academic celebrations and viewing components of the instructional program.

Strategies to increase parental involvement

- Ask parents to chair and plan family events and class/school fundraisers. Empower them to make this their child's best year of learning. Their involvement establishes "buy-in" and a sense of ownership in the classroom.

Budget and resources alignment

- Indicate your school's Title I status: 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 Grants Other

If other is selected describe here:

Service and program coordination

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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	Guided reading, Brain POP, Kaplan Test Prep, Ready NYC Test Prep, Common Core Curriculum, Scholastic Traits	Small group push-in and pull-out service. Lower student teacher ratio in the reading/writing classes by assigning a teacher to push-in to the class. Kaplan and Ready NYC will be used as a support during testing period.	After-school and Saturday tutoring.
Mathematics	Computer program ALEKS to be incorporated in the classrooms as part of the differentiated instruction, Kaplan Test Prep, Test Prep, Common Core Curriculum	Small group push-in and pull-out service. Lower student teacher ratio in the reading/writing classes by assigning a teacher to push-in to the class. Coach and will be used as a support during testing period.	After-school and Saturday tutoring.
Science			After-school and Saturday tutoring.
Social Studies			After-school and Saturday tutoring.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			Small group and individual counseling as needed, or as stated on the IEP.

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.

We take several steps to ensure that the staff of CMPS 327 is highly qualified. As defined by NCLB, first, all of our teachers must hold:

- full state certification
- a Master's Degree, and
- demonstrating subject-matter competency in each academic subject they teach.

Second, in addition to the 1 year school district required mentor, to support our new teachers we provide them with a permanent in-house mentor. Our veteran teachers work with our new teachers to help build efficacy and classroom management skills. Third, we ensure full teacher competency by providing timely, adequate Professional Development. We provide Professional Development that meets the immediate needs of our teachers enabling them to provide sound instruction and address the specific learning needs of each of our students.

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- 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:

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

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 0	District 9	Borough Bronx	School Number 327
School Name Comprehensive Model School Project			

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

Principal Manuel Ramirez	Assistant Principal Jessica Torres
Coach Roubi Eliapoulos	Coach type here
ESL Teacher Anita Bushi	Guidance Counselor type here
Teacher/Subject Area Stephanie Marrone/ELA	Parent type here
Teacher/Subject Area Randy Rubel/ ELA	Parent Coordinator Beatrice Rodriguez
Related Service Provider type here	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	25
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	358	Total Number of ELLs	42	ELLs as share of total student population (%)	11.73%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

At the Comprehensive Model School Project, the ELLs are identified upon admission to the school and throughout the school year. After the parents of the newly enrolled students complete a Home Language Survey, which is done in the presence of Ms. Bushi, a certified ESL teacher and a translator who speaks the parent's language, we identify the potential ESL students. Then within ten days of their enrollment, these students are administered the Language Assessment Battery (LAB-R) to determine their level of English proficiency. For Spanish-speaking new entrants who score at or below the cut scores on the LAB-R, we also administer the Spanish LAB in order to determine language dominance for instructional planning in providing bilingual and ESL services. Based on their scores, the school decides whether they are eligible to receive services as English Language Learners. The test scores also help us determine the amount of mandated instruction time for each student. In order to measure our students' progress of English language skills in listening, speaking, reading, and writing and determine proficiency levels (beginning, intermediate, advanced), we administer the NYSESLAT in the spring of each year. NYSESLAT scores help us identify who should continue to receive ESL services and determine our ELL's proficiency levels so that we can maximize ELL services and instruction to meet our students' needs. To determine NYSESLAT eligibility, we use the data from the RLAT report in the ATS system. This report provides raw scores of the latest NYSESLAT. We also use the RNMR report from the ATS which provides the last three years' NYSESLAT scale scores as well as each student's modality results for reading/writing and listening/speaking.

After administering the LAB-R, the parents of ELLs are informed of their child's ESL status and invited to attend a parent orientation meeting where they view the Parent Orientation DVD in their native language and complete the Parent Choice Survey. The parents are given the opportunity to ask questions about the three educational programs (Transitional Bilingual, Dual Language, and Freestanding ESL) and services available for their children in New York City schools and our school respectively before making their choice. To build alignment between parent choices and the program offered in the school, we closely monitor the Parent Choice forms and if fifteen or more parents opt for the Transitional Bilingual Education or Dual Language, we create an additional program to comply with the parents' requests. While general Parent Orientations are held in the fall and spring, individual parent conferences are held throughout the school year. Entitlement letters are mailed to the parents within the first ten days of initial enrollment. The ESL teacher mails these letters and keeps copies for school records. She also collects and stores the Parent Survey forms and Program Selection forms. If the parents choose a program that is not available in our school, we inform the parents of other schools that offer that particular program. If a program becomes available in our school, we make sure that this information is sent to the parents that had previously opted for that particular program. Our ESL teacher and the parent coordinator are in charge of reaching to all the parents.

For the past five years, at Comprehensive Model School Project, 96% of the ELL parents have opted for the Freestanding ESL program, which provides all instruction in English through the use of specific instructional methodologies. The program model offered at our school is aligned with the parent requests. Our goal is to have ELL's become English proficient by the end of their third school year.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In							1	1	1					3
Total	0	0	0	0	0	0	1	1	1	0	0	0	0	3

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	12	Special Education	7
SIFE	2	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	14

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	12	1	1	16	1	3	14	0	3	42
Total	12	1	1	16	1	3	14	0	3	42

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			
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>											

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers: _____

Ethnic breakdown of EPs (Number):

African-American: _____

Asian: _____

Hispanic/Latino: _____

Native American: _____

White (Non-Hispanic/Latino): _____

Other: _____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							12	17	8					37
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2	2						4
TOTAL	0	0	0	0	0	0	15	19	8	0	0	0	0	42

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Questions 1-17

The ESL program at Comprehensive Model School Project is a pull-out/push-in program with homogeneous proficiency level groups. All advanced ESL students are placed into a grade specific class, which travels as a group. The same rule is followed for the beginning and intermediate ESL students. Our beginning and intermediate students receive 360 minutes a week of ESL instruction benefitting from both push-in and pull-out support. As for our advanced ELLs, they receive 180 minutes of ESL instruction a week through a push in program and a 180 minutes of ELA instruction a week. The size of the ELL pull-out group ranges from 2 to 15 students allowing the ELL teacher to address students' different learning styles and differentiate instruction. Our students receive high quality instruction based on their individualized academic and behavioral needs. The ESL teacher cooperates with the content area teachers in planning lessons so that every student is given access to the general education curriculum and is educated alongside general education peers. The ESL teacher provides content area support for ELLs by embedding explicit strategies for language development within content lessons. The teacher determines the background knowledge that the students need to understand the content, incorporates ESL objectives while planning lessons, provides models and demonstrations, uses graphic organizers, simplifies the language, and displays visual representations. In addition, all ESL students are mandated to attend the Extended Afternoon Program and Saturday Enrichment Program in preparation for the ELA exam and the NYSESLAT.

At Comprehensive Model School Project ESL instruction is delivered only in English with support in the native language. We have designed and implemented a clear and present focus on the diversified needs of all the ELL population with regard to their linguistic developmental requirements and their first language and culture. All students are instructed in all modalities in order to move them from the beginning level to the intermediate, from intermediate to advanced, and from advanced to proficient. All instruction is standards based and ESL methodologies and strategies such as scaffolding, TPR, CALLA, word wall, realia, visuals, graphic organizers, and QTEL are implemented in all lessons. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

To promote higher-order thinking, a variety of questioning techniques is used that include Bloom's Taxonomy. All instruction is highly contextualized to encourage thinking, reading, writing, and speaking. Computers, Smart Board, and audio CD players are frequently utilized in lessons. All classrooms have a library composed of all the literary genres at diversified levels, including picture books. For those students who have been in this country for less than three years, books in their native languages are provided to supplement comprehension. Students experience literature through a variety of methods, including audio books, guided reading, partner reading, and

A. Programming and Scheduling Information

read alouds.

In order to make content comprehensible and enrich language development, the ESL teacher presents an abundance of lessons and activities that encourage communication in the classroom and the use of academic vernacular. In addition, the ESL program provides content-based instruction that is aligned to the New York State standards. Throughout the various ESL instructional practices and activities, lessons are modeled, contextualized, and scaffolded to maximize learning.

The ESL program at Comprehensive Model School Project uses the Inside series by Hampton Brown. The series' levels range from A to E, and the students are leveled by their 2011 NYSESLAT or Lab-R scores. The Inside series provides standards-based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs.

In order to differentiate instruction for the ELLs, our school has several programs in place that provide supplementary support. Achieve 3000 is a program that assists our students strengthen their literacy skills and allows for differentiated instruction within the classroom. The program uses e-mail, technology, and current events to help students reach and exceed their reading and writing levels. This program addresses the needs of all our ELL'S and is aligned with our school's vision of technology to foster learning. In addition, our school uses Lexia, another program that assists students in the development of their phonemic awareness, decoding skills, fluency, and spelling. We are mainly using this program with the beginning ESL students, SIFE students and ELLs identified as having special needs.

Our school has created an educational environment that is supportive of SIFEs. Our teachers understand the students' needs and have been specially trained to assist in accelerating SIFE' academic achievement while monitoring cultural and emotional adjustment. The ESL teacher plays a great role in helping these students progress through differentiation of instruction. The teacher plans lessons that build in prior knowledge, challenges but scaffolds onto what the students knows or has learned, and uses culturally relevant, linguistically sensitive, and age appropriate material.

In addition to the mandated hours already specified for our ELLs via the ELL push-in pull-out program, MS 327 also provides intervention services to all ELLs. We have a designated SETTS teacher that works individually with ELL students that require additional assistance math, ELA, or other content area subjects.

ELLs who have been receiving ESL instruction for no more than 3 years receive intensive targeted instruction in reading, writing, speaking, and listening in small group settings. There is a focus on using audio equipment to provide these students with more practice with conversation, listening skills, improve comprehension and develop fluency to improve literacy overall.

Ells receiving services 4 - 6 years are the largest number in our school. An analysis of their scores on the NYSESLAT, ELA and Math assessments suggests that their problem is one of reading and writing. Our plan with the 4-6 year group is to 1.) use collaborative strategies (e.g. QTEL) and plan activities that encourage higher-level thinking skills, 2.) explicitly teach academic vocabulary to enhance comprehensible input in the content areas, 3.) allow students to use technology such as Achieve3000 2-4 times a week during class and after school, and 4.) help students to relate to information in a meaningful way through project-based learning, which concludes with a synthesis and application of what students have learned during a thematic unit. As abilities and skills in English vary greatly, many of the strategies used with newcomers and SIFE students can also be employed to the 4-6 year group.

The goal for our long term ELLs (ELLs who have been receiving ESL instruction for at least 6 years) is to reach English language proficiency by the end of the school year. There will be a focus on the development of academic language and creative and critical thinking skills.

Our plan for the ELLs identified as having special needs is to continue to give them intensive targeted instruction in small group settings as well as encourage them to attend our Extended Afternoon Program and Saturday Enrichment Program.

Our plan for the ELLs that have reached proficiency on the NYSESLAT is to continue to provide them with transitional support. They will be awarded with ESL mandated New York State testing modifications for two additional years, and they will be supplied with bilingual glossaries.

All classroom teachers have laptops and smart boards that provide additional visual and technological support to our ELLs.

MS 327 recognizes that ELLs require specialized materials. The ESL teacher uses books that are rich in content to promote language and conceptual development, and they are made accessible through the pictures or the print so that students at all levels can benefit. The ESL teacher uses large visuals, graphic organizers, and other materials essential to making content comprehensible. To ensure the effectiveness of ESL instructional delivery, the ESL teacher administers periodic assessments in which the students' products are compared with the standards. This information is also shared with the classroom teachers in an effort to create a support team for effectively meeting the needs

of ELLs.

Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Beginners and Intermediate ESL students takes place between 3:10 P.M. to 4:10 P.M. Monday-Friday. Here, these students

A. Programming and Scheduling Information

receive additional support in the four modalities of reading, writing, listening, and speaking. We will also offer a Saturday Enrichment Program in which the ESL teacher will utilize a balanced literacy instructional approach. Students will participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students will work through author, genre, and thematic studies. The beginning and intermediate ELL students will focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

For the upcoming school year, a number of improvements are being considered for the ESL regular day and after school programs. For example, the ESL curriculum being developed this year has many content-area aspects, touching upon social studies, mathematics, and science. Achieve3000 is planned as a new part of the ESL curriculum. We are focusing more on project-based learning this year, asking students to master vocabulary, grammar, content, and concepts through critical thinking and inquiry about leveled high-interest readings, using both prior and background knowledge. Students will produce various products using all four modalities of speaking, listening, reading, and writing. Students will compose essays, create PowerPoint presentations, and write on blogs. Students will also participate in activities that involve collaboration, such as the creation of posters, maps, and multimedia. In addition, we will continue to buy scholastic books to enrich our library. We will also purchase books in the students' native languages.

The resources we provide correspond to our ELLs ages and grade levels. Although most of our ELLs read at different levels, even at the lowest reading level, the material we use to teach our students is high-interest and relevant to middle schoolers, and often has a focus on culture, current events, and social issues. With literature selections that focus on multiculturalism and diversity, the ESL teacher helps to support ELLs by increasing comprehensible input through a variety of ESL methods and teaching techniques. Even the simplest of picture books may be repositories of rich content, which can lead to discussions relating to the students lives. Lessons on content and vocabulary based on these books can lend themselves to projects that push the learner into greater self-expression, analysis, and application of English within the four ESL modalities.

To assist our ELLs in their transition from elementary school to the middle school, the Comprehensive Modal School Project organizes a Summer Orientation event in July in which newly enrolled students learn to acclimate themselves to the school community through team-building activities and a tour of the school. In addition, students are assessed, and, using the results of these assessments, students with the lower scores are enrolled in a three-week Extended Summer Program in which they receive intensive instruction in ELA/ESL and Math. At this time no languages are offered to our students.

Courses Taught in Languages Other than English ⓘ

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

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

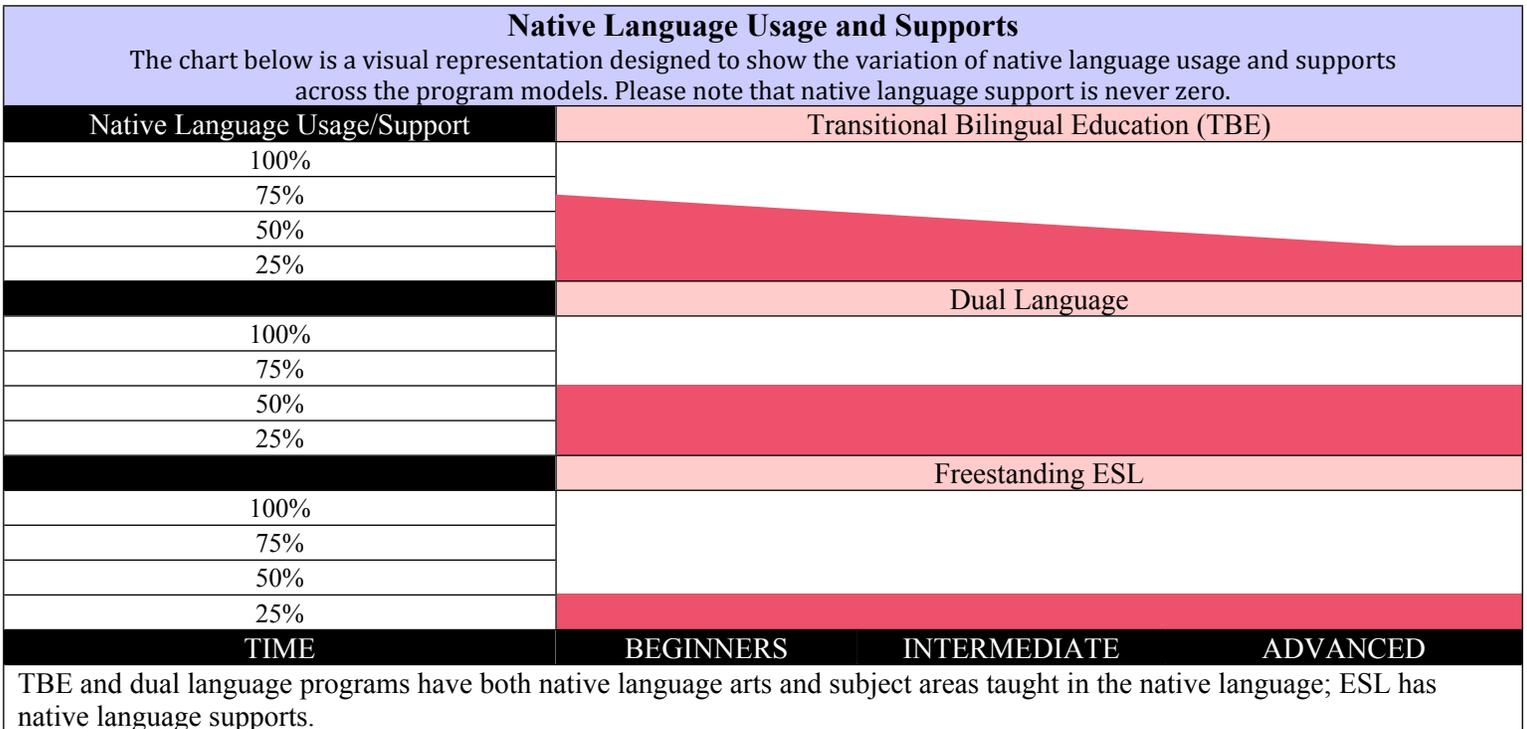
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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?

Paste response to questions 8-17 here

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)?

Paste response to questions 1-5 here

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.

During the 2010-2011 school year, the ESL teacher attended a number of professional development sessions including QTEL: Building the Base, and Differentiating Reading and Writing for Middle School. She continued to attend more professional developments, including those related to reading, writing, and technology, throughout the school year with BETAC at Fordham University. The ESL teacher will continue to attend BETAC PDs throughout the year. ELA teachers will attend QTEL seminars and other professional developments related to reading and writing, and preparing ELLs for standardized tests, including the ELA and the NYSESLAT. Staff Development will be provided by the ESL teacher/coordinator in sixty minutes blocks two times a month to all teachers, school assistant teachers, paraprofessionals, speech therapist, special education teachers, guidance counselor, parent coordinator, and all staff that work with the ELLs. These PDs will encompass strategies and methodologies that can be incorporated into all the lessons that will enhance English language acquisition. Some of the workshops the ESL teacher will provide are: Challenges for ELLs in content area learning; Making content comprehensible for ELLs; How can the mainstream teachers accurately monitor the comprehension of ELLs?; How can content area teachers design realistic assesment for ELLs to match their developing comprehension?; QTEL strategies to scaffold instruction in the content areas.

The ESL teacher will provide support to the staff as they assist ELLs in their transition from elementary to middle school and middle school to high school. This will fulfill the 7.5 mandated hours of ESL training for non-ESL certified teachers. The ESL teacher will have a signing sheet at each training to record the attendance and will store these records. In addition, the ESL teacher/coordinator will continue to attend professional developments offered by BETAC or the Office of Language Learners as well as monthly ELL Liaison meetings, which are facilitated by CFN 104. The school administrators fully support all the ELL teachers and all personnel that work with ELLs. They have made success for ELLs a central issue in school, and they have made sure that the ESL program is well understood by all the staff. They make sure ELLs have access to the full resources of the school. To accomplish this our school has created a cross-disciplinary schoolwide team that includes the ELL teacher, content-area teachers who teach English language learners, the guidance counselor who specializes in the needs of ELLs, key school administrators, parent coordinator, and other staff. Such team has a common planning period and meets regularly to align curriculum; plan integrated, cross-content projects; address student concerns; and monitor student progress. School support staff (the librarian, social worker, technology leader, and so on) attend some meetings to ensure that ELLs have access to an array of learning resources and services. In addition our guidance counselor in assisting ELLs as they transition. She helps ELLs with social, behavioral, and personal challenges to develop the life skills to succeed. She also deals with personal issues and concerns like cultural differences and encourages students to become involved by participating in extracurricular activities.

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?

Continued....

She also provides insight and resources for teachers on how to teach an ELL and monitors their progress. She arranges parent-teacher conferences and translates during the meetings to help parents to become more involved.

At Comprehensive Model School Project, we realize the importance of a strong home and school partnership. We work diligently to ensure that parents are involved in our school. Parents are part of our Leadership Team. Our Parent Coordinator and Parent's Association President collaborate to increase parent involvement. Parents participate in different activities organized by the school or the Parent Association such as meetings, parent-teacher conferences, workshops, school functions, homework assistance/tutoring, home educational enrichment, decision making, and other aspects of our school governance. etc. Some of them volunteer to chaperone on trips, field days, school dances, and other festivities. Parents of ELLs are oriented to the programs we offer as well as programs offered by the NYCDOE. They are informed of the ELL policies as well as assessments, state standards, and school expectations and policies. We communicate regularly with parents through our monthly school calendar and PA meetings. The concerns of all parents are openly discussed during monthly School Leadership Team meetings as well. Workshops are also conducted for the parents of ELLs to address their concerns. Bilingual staff is in attendance to provide translation. Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal's communications regarding rules, regulations as well as school information is done via translated memorandum. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish speaking families. We also access the translation unit's services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students. ELL parents receive phone calls and letters from the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. An Achieve3000 training will be held this year for all participating student families if there is any parental interest. This will expose them to basic computer skills and how to access Achieve 3000 from a home computer. We evaluate needs of parents through surveys and questionnaires in both English and Spanish. We make sure that the activities are based on parental interest gathered from surveys and questionnaires in both English and Spanish. This year in order to enhance student literacy development we will provide a series of literacy workshops that actively engage parents in working directly with their children on literacy activities, e.g., teaching parents reading and writing strategies so that they could support homework assignment/projects at home. Another workshop we like to provide to the parents is teaching them how to use New York City as a resource. We will provide trips to expose parents to the rich resources available to them as being residents of New York City, e.g., museums, public library, Broadway theaters etc. By attending these workshops parents will be able to become more involved in helping their children improve their school work.

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)								1	1					2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							5	5	2					12
Advanced (A)							10	12	4					26
Total	0	0	0	0	0	0	15	18	7	0	0	0	0	40

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	9	1		14
7	8	11			19
8	3	5			8
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	1		7		6		1		15
7	2		12		5				19
8	1		5		2				8
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	2		3						5
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

At Comprehensive Model School Project, we use ELL Periodic Assessment as an initial assessment. School leadership uses the results of the ELL Periodic Assessment to know performance levels of different classes in the school in reading, writing and listening. Knowledge of common strengths and weaknesses aids our administrators in planning curriculum and selecting leveled text for units of study. Through item analysis, the ESL teacher uses the results to plan lessons for whole classes and individual students. Teachers also ascertain which particular skill areas students are proficient in, as well as, where they are having difficulty. Based on the ELL Periodic Assessment data, we know that the ELLs can benefit from increased reading and writing practice. Through differentiated instruction, teachers use alternate text and varied writing activities to help students build literacy.

We also use the NYSESLAT, LAB-R, the ELA exam results, and teacher made tests/observations to learn which specific learning skills our ELLs are not meeting the standard on and based on these data, we make plans to target these skills in their instruction. For the 2011 year, no student was given the LAB-R so we have no data. The 2011 NYSESLAT data reveals that the majority of the ELLs in our school are in the advanced level. However, while many of the ELLs scored proficient in the listening/speaking modality, most of them scored intermediate or advanced in the reading/writing modality. Since the NYSESLAT data demonstrates that our ELLs need reinforcement in reading and writing, we will focus on creating lessons that will improve their reading and writing skills. Teachers look closely at the NYSESLAT modalities, which are aligned to state standards, and incorporate each modality according to student needs in the course of regular classroom instruction, as well as through targeted push-in and pull-out instruction. The push-in model allows our ESL teachers to work more closely with classroom teachers, and to provide targeted support for ELLs without depriving them of instructional time in the general classroom. Our ESL teacher has collaborated with general education teachers on the development of rigorous units of study for all students, with an emphasis on writing, our school wide content focus for the year.

In reference to the ELA exam in grade 6, a total of 14 students took the exam. Four scored a level I, nine a level II, one a level III, and none a level IV.

In grade 7, a total of 19 students took the exam. Eight students scored a level I, eleven a level II, none a level III, and none a level IV.

In grade 8, a total of 8 students took the exam. Three students scored a level I, five a level II, none a level III, and none a level IV. After examining these results, we noticed that almost 59% of our ELLs scored a level II in the exam.

In reference to the New York State Mathematics Exam in grade 6, a total of 15 students took the exam. Seven students scored a level II, six a level III, one a level IV, and one a level I.

In grade 7, a total of 19 students took the exam. Two students scored a level I, twelve a level II, five students a level III, and none a level IV.

In grade 8, a total of 8 students took the exam. One student scored a level I, five a level II, two a level III, and none a level IV. Based on these results, we noticed that 57% of our ELLs scored a level II, and 30% scored a level III. Our data shows that the students who scored either a I or a II in the ELA exam scored mostly at the beginning or intermediate level on the NYSESLAT. While some of our ELLs showed weakness in literacy, we observed that they scored higher in the Math Exam.

In order to assist our students score higher in these exams, we will use different strategies and methodologies that focus on building their vocabulary and reading comprehension. The ESL teacher will also develop a series of lessons and activities to improve their writing skills including grammar, mechanics, and conventions. Through the use of ESL strategies, teachers provide well developed lessons and build academic skills based on New York State standards. In the ESL program, all instruction is delivered in English with native language

support. Through differentiated instruction, all teachers will use ESL methodology and instructional strategies to make content accessible to ELLs. Additionally, language arts is taught using ESL and ELA methods according to the learning standards of New York State. These programs are staffed with quality certified teachers who are engaged in on going professional development to provide rigorous academic instruction to ELLs.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Manuel Ramirez	Principal		10/14/11
Jessica Torres	Assistant Principal		10/14/11
Beatrice Rodriguez	Parent Coordinator		10/14/11
Anita Bushi	ESL Teacher		10/14/11
	Parent		1/1/01
Stephanie Marrone	Teacher/Subject Area		10/14/11
Randy Rubel	Teacher/Subject Area		10/14/11
Roubi Eliapoulos	Coach		10/14/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
Bob Cohen	Network Leader		10/14/11
	Other		1/1/01
	Other		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	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: 09X327 **School Name:** Comprehensive Model School Project

Cluster: 1 **Network:** CFN- 104

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 MS 327, we use different data to assess our school's written translation and oral interpretation needs. The School Registration forms, the Home Language Survey, the Bilingual Education Student Information Survey, the Lunch Applications, the School Health Survey, Emergency Cards, and the ATS are some of the data we use. Based on these data, we then determine what languages our parents speak and take measures to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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 our school's data, the majority of our student population comes from Latin countries, therefore their home language is Spanish. There are 216 parents whose first language is Spanish and who therefore require written translation and oral interpretation services. We also have 36 parents that come from Africa or the Middle East and they speak French or Arabic. Those parents also need written translation and oral interpretation services. These findings have been reported to our school community during the Staff Meetings, Parent Orientation Meetings, and PTA Meetings. We have also reported these findings via e-mails and letters home.

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.

Our school consists of several bilingual teachers and other staff. Since the majority of our parents speak Spanish, the translation services will be provided by school staff or parent volunteers. For the parents who speak French or Arabic, we will use the Department of Education Translation Unit. We have provided all parents with a translated Bill of Parents Rights and Responsibilities at the first Parent Orientation meeting. The school makes sure that all translated forms and documents are prepared before the beginning of the school year. Our parents will receive monthly updates via e-mail, parent news letters and flyers that will be mailed home and backpacked with students.

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 interpretation services for Spanish speaking parents will be provided by our school staff. The parent coordinator, guidance counselor, and several other staff members will provide these services in Spanish. They will make phone calls as well as assist during parent-teacher conferences and other meetings. They will also assist parents in filling out application forms, surveys, emergency cards etc. For the parents who speak French or Arabic, we will be using the assistance of the Interpretation Unit. At the Parent Orientation Meeting, we inform all parents of the availability of the translation and interpretation services offered by the school. We make sure that all parents have access to these services.

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>.

As per Chancellor's Regulations, our school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will send home ongoing information regarding their child's education through translated letters or via e-mail. We will also provide oral interpretation at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. We will use our bilingual staff to provide such services in Spanish. We will also use the Translation and Interpretation Unit for assistance with other languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <u>Comprehensive Model School Pro</u>	DBN: <u>09X327</u>
Cluster Leader: <u>Douglas Knecht</u>	Network Leader: <u>Bob Cohen</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>55</u>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>5</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: 4 ELA

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The ESL Program at Comprehensive Model School Project 327 serves students in grades six through nine.

Rationale:

The goal of this program is for students to develop English proficiency . The majority of our students have developed the basic interpersonal communication skills. However, most of the students need continued support developing cognitive academic skills through sheltered language instruction and ESL methodologies such as Total Physical Response and the Natural Approach as well as the implementation of Vygotsky's Sociocultural theory of learning which addresses the six scaffolding strategies: Modeling, Bridging, Schema Building, Contextualization, Text-Representation, Metacognition

Subgroup:

There are 55 ELLs, of which 35 have scored Advanced in the NYSESLAT, 17 have scored Intermediate, and 3 have scored Beginning. Instruction takes place in English with native language support when needed. At this point, most students are in the third stage of second language acquisition.

Schedule: Beginning mid September, 2012, our school has been offering an hour after school enrichment session Monday - Friday from 3:20- 4:20, as well as a three hour Saturday Enrichment Program from 9:00-12:00. These programs will be running through June 2013. One ESL teacher and four ELA teachers will be working in these programs. The Saturday instruction will be done in 90 minute blocks and the students will rotate. All ESL students are mandated to attend the programs.

Duration: 15-20 weeks

Materials used: After converting our ELLs NYSESLAT raw scores to scale scores, using the Title III AMAO Estimator Tool, the data demonstrates that the ELLs need the most support in reading and writing. Because of this deficiency in reading and writing skills, we have chosen to use materials that specifically target these areas. We are using the "Inside" series by Hampton Brown which cover all the New York State Standards in language and literacy with connections to content. We believe that using a complete rigorous program will help our ELLs and the other students achieve better results in their NYSESLAT and ELA tests and move out of ESL.

Furthermore, to assist our students in strengthening their literacy skills and to allow for differentiated instruction within the classroom, we are also using Achieve3000, a program that uses e-mail, technology, and current events to help students reach and exceed their reading and writing levels.

Part C: Professional Development

Part C: Professional Development

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

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

Begin description here: Our staff development consists of all content area teachers receiving Professional Development on a biweekly basis for 2 hours beginning in October and ongoing on: making content comprehensible for ELLs. Staff includes SETSS teachers, ESL teacher, Special Ed teachers and content area teachers in all disciplines. Our school wide staff development focus this year as well as the following year will be building reading comprehension and writing skills through accountable talk utilizing strategies via Readers' and Writers' Workshops, as determined by students' strengths and needs evidenced by the results on the NYSESLAT and/or LAB-R as well as results on the 2012 ELA exam. The program will include biweekly two hour professional development sessions with content area teachers, and other staff members who will provide a spectrum of academic interventions and strategies in comprehension, fluency, and writing skills. We plan to secure that those concepts are made comprehensible for ELL students as well as the monolingual student population. Our intention is to create effective teacher planning and collaboration as a tool with which to enhance instruction. Our content area teachers receive 2 hours every other Monday of PD after school from 2:30- 4:30. A proposed list of topics for grade meetings and for workshops for staff development :

- Analysis of Data :Test Results: LAB R and NYSELAT: to assess students' determined strengths and areas of needed instruction

- Using the Title III AMAO Estimator with Advanced Early Warning Indicators

-Best Instructional Practices for ELLS

-Evaluation and Placement of ELL students according to proficiency levels and grade

- Language Development and Acquisition and the role of Vocabulary

-Adjusting to a new culture (video)

-Language transfer: problems & issues

-Newly arrived LEP students and SIFE students

-How long does it take English Language Learners to attain proficiency: Lessons from research

-Providing transitional support for proficient ESL students and extension of services

Our intention is to enhance all ESL activities, core curriculum instruction, and assessments.

In addition, the ESL teacher will continue to attend other professional development workshops that will enable her to acquire the best instructional strategies to address the needs of ELLs at our school, while also developing a teacher training model that will allow her to turn-key what she learned at the professional development institutes and/or conferences over a series of targeted workshops that will involve support in the classroom. Our ESL teacher will attend the NYS TESOL CONFERENCE as well as other workshops provided by the Office of English Language Learners and BETAC during the school year.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: At Comprehensive Model School Project, parents are partners of the school and their involvement is needed and valued. They are part of our school’s Leadership Team. We believe that the more intensively parents are involved in their children’s learning, the more beneficial are the achievement effects. This year, in order to enhance student literacy development, we will provide a series of literacy workshops that actively engage parents in working directly with their children on literacy activities such as teaching parents reading and writing strategies so that they could support homework assignments/projects at home. As a way to engage the parents in their children’s literacy development we will provide technology workshops that expose them to basic computer skills and how to access Achieve 3000 from a home computer. Another workshop we will provide to the parents is teaching them how to use New York City as a resource. We will provide trips to expose parents to the rich resources available to them as being residents of NYC such as museums (ELMuseo del Barrio, The Museum of Natural History, Ellis Island and The Statue of Liberty), public libraries, Broadway theaters etc. All these excursions are targeted to enrich their literacy developments and to contextualize their learning process. By attending these workshops parents will be able to become more involved in helping their children improve their school work- providing encouragement, arranging for appropriate study time and space, modeling desired behavior, monitoring homework, and actively tutoring their children at home. Some other topics covered during these workshops will be: Employment seeking, writing a resume, completing an application and filling out government service forms. These workshops will be conducted every Thursday from 4:30- 6:30 throughout the school year beginning December 2012 to May, 2013 and all the parents of our ELLs will be encouraged to attend. The trips will be provided 6 Saturdays from 9:00-1:00. The tentative dates we have chosen for these trips are March 9th, March 23th, April 27th, May 4th, May 18th, and June 1nd. The workshops will be in English and Spanish. Our ESL teacher in accordance with the Parent Coordinator and two other bilingual staff members will be conducting the workshops. Parents will be notified ongoing by parent coordinator via mail and phone. Parents will receive monthly updates in our monthly parent news letter, flyers and letters that will be mailed home and backpacked with students. ?????

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">Per diem		
Purchased services <ul style="list-style-type: none">High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">Must be supplemental.Additional curricula, instructional materials.Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		