



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: COLLEGIATE INSTITUTE FOR MATH & SCIENCE

DBN (i.e. 01M001): 11x288

Principal: SHADIA ALVAREZ

Principal Email: SALVARE6@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: BARBARA GAMBINO

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Shadia Alvarez	*Principal or Designee	
David Griffin	*UFT Chapter Leader or Designee	
Debra Kawalick	*PA/PTA President or Designated Co-President	
Zulma Melendez	DC 37 Representative, if applicable	
Cynthia Prisco	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Daniel Diaz	CBO Representative, if applicable	
Janelle Williams	Member/ Parent	
Liz Scanlon-Taitt	Member/ Parent	
Eve Rittle	Member/ UFT	
Keitha Campbell	Member/ Parent	
Michael Ricks	Member/ Student	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of 9th grade ELA and Algebra 1 teachers will align all curriculum and course materials to the Common Core Learning Standards.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

CIMS is committed and working towards fulfilling the Citywide Instructional Expectations for 2013 - 2014. Our goal to meet the Chancellor's expectation of engaging all students in Common Core aligned units, which include performance tasks in literacy, and math is, as a result of our need to increase rigor in our classrooms. Our analysis of the data indicated that 61.3% of students in Cohort 2013, met the College Readiness index, as measured by the Progress Report. CIMS believes that alignment of our curriculum and the practice of successfully completing a performance task will lead to an increase in the College Readiness index.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. CIMS Administration will provide faculty with comprehensive lesson, unit and curriculum planning templates based in the Understanding by Design framework. Teachers will be supported in using these tools thoughtfully and effectively.
2. Teachers will attend a minimum of 60 hours of Professional Development using Circular 6 and After-School to support their implementation of learning activities centered on the citywide instructional expectations, Understanding by Design (backwards planning) and the instructional shifts. Close attention will be paid to deepening our work around mathematical modeling, argumentative writing and close reading.
3. Subject area teacher teams will meet twice weekly to analyze classroom instruction, look at student work, align curriculum, and reflect on the common core instructional shifts in both ELA/Literacy and Mathematics.
4. ELA teachers will create CCLS aligned units connected to a curriculum map and be prepared to share the development and learning connected to those units with their subject team.
5. Mathematics teachers will engage in weekly professional development with a New Visions Instructional Coach, via A2i Initiative. Teachers will use rigorous performance tasks aligned to the common core curriculum. Teachers will look at student work, compare Regents to PARCC assessments, analyze new Common Core Regents and enact CCLS aligned units of study. A2i members will engage in monthly professional development with teachers across the city within the New Visions network to reflect on instruction and enhance their own understanding of the Common Core shifts.
6. Approved shortened days will be used for curriculum planning and professional development.
7. Funding for the Generation Ready Coaches and per session for teacher teams is allocated.
8. Generation Ready Coaches, Assistant Principals, Team and Teacher Leaders and New Visions Staff will provide professional development for teachers.
9. All activities and instructional strategies align with the Chancellor's Citywide Instructional Expectations and the Common Core Learning Standards; and include materials from Achieve the Core, The NYCDOE Common Core Library, and Engage New York

B. Key personnel and other resources used to implement each strategy/activity

1. Principal and Assistant Principals, Team Leaders and Guidance Team
2. New Visions Leadership Development Facilitator and Generation Ready Coaches will facilitate curriculum teams (as needed) and lead professional development around designing "common core aligned lessons and units of study" for all core subjects.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. At the end of term one, teachers will have produced, reviewed, analyzed and refined common core units.
2. At the end of term two, teachers will reflect on the impact of redesigning common core units on student learning as they prepare for the 2014-15 school year.

D. Timeline for implementation and completion including start and end dates

Fall 2013

- Principal, Assistant Principals and teachers participate in professional development (Generation Ready Coaches, A2i, NYCDOE and New Visions).
- Curriculum Teams and Generation Ready Coaches begin refining and giving each other feedback regarding curriculum maps and CCLS aligned units.
- Curriculum Teams reflect and share out what worked, what has not, and next steps during professional development.
- Students complete mid-year assessment and reflection.
- Principal, Assistant Principals and Generation Ready Coaches analyze data, reflect on implementation and refine plan for Spring 2014

Spring 2014

- Principal, Assistant Principals and teachers participate in professional development (Generation Ready Coaches, A2i, Literacy Design Collaborative and New Visions).
- Teacher Teams and Generation Ready Coaches begin refining and giving each other feedback regarding curriculum maps and CCLS aligned units.
- Principal, Assistant Principals and Generation Ready Coaches reflect on implementation and refine plan for Summer 2014
- Students complete Learning Environment survey, end-of-year assessment and reflection.
- Curriculum Teams reflect and share out what worked, what has not and next steps during professional development. End-of-Year data is shared and analyzed with the purpose of “digging” through for evidence of best practices and creating school-wide next initiatives

Summer 2014

1. Principal, Assistant Principals, Generation Ready Coaches and team leaders plan professional development for Fall 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

CFN 562 provides support by:

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

The Generation Ready Coaches Professional Development Team:

Offers Professional Development for all teachers and staff members

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

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

- Leadership Development Facilitator to assist us with professional Development and Instructional Resources
- Establishment of the MASTER Program which provides us with residents to support teachers of Math & Science in the classroom.
- Participation in Federal Innovation Curriculum Development Initiative in Mathematics (*Assessing Algebra Through Inquiry – a2i*)

- CCLS Literacy & Math Professional Development Series for Assistant Principals and Teacher Leaders

FY'13 PS & OTPS Budget

PS: Hire Generation Ready Coaches

PS: Add two Assistant Principals that share responsibility for instructional related matters and supervise content areas..

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	X	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 70% in Spanish, ELA, Social Studies, Science, and Math will become proficient in using the Understanding by Design Framework. 100% of teachers will engage in the collaborative inquiry process on their subject area teams to more effectively meet the needs of their students.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

In the 2013, school year, teachers in core content areas (English, Social Studies, Math, and Science) submitted two Common Core Learning Standards aligned unit. The planning, development and feedback produced by teacher teams lead to multiple discussions around 1) best practices; 2) skill sets needed by grade and 3) the importance of embedding the common core instructional shifts across subjects and grades. Teachers communicated that they still felt some isolation in their profession and want support in understanding and preparing for the transition to the Common Core.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

- School leadership meets twice monthly with team leaders and coaches to discuss team activities, inquiry work, professional development needs of staff members, and progress toward the instructional shifts embedded with the Common Core.
- Departmental teams meet twice a week, conduct inter-visitations, analyze student work, make evidence-based instructional decisions, and develop coherence across grades through common formative assessment strategies, curriculum maps, etc.
- Critical Friends Group Principals perform “Instructional Learning Walks” at each other’s schools on a bi-monthly basis.
- Teacher teams engage in the cycle of inquiry; continuously examine student work in order to understand the gaps in student knowledge and skills, and inform the revision of their instructional units.
- Teacher teams submit team agenda, protocols and minutes twice weekly through Google Drive
- Teacher teams twice a year complete reflections documenting successes, struggles and next steps for improving team work.
- Teachers come together to form a grading policy team and engage in thoughtful discussions related to assessment in order to form a school-wide grading policy.
- Teachers visit and/or regularly communicate with pedagogues at partner schools to enhance the quality of their practice, observe colleagues, engage in philosophical discussions around student learning and receive feedback on instructional materials

2. Key personnel and other resources used to implement each strategy/activity

3. Generation Ready coaches assist, observe, support and provide feedback at departmental meetings
4. A2I coach assists, observes, supports and provides feedback at math department meetings
5. Assistant Principals serve as members of teams and coach team leaders
6. Special Education teachers are part of subject area team.
7. Critical Friends Group Principals share best practices, instructional strategies and academic supports.

8. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Development of teacher critical friends groups within and across schools
2. Teachers will conduct a minimum of two inter-visitations
3. Teachers will develop a working philosophy around how students learn best
4. The grading policy team will develop a school wide grading policy that will be enacted for the second term

9. Timeline for implementation and completion including start and end dates**Fall 2013**

- Principal, Assistant Principals and teachers participate in professional development (Generation Ready Coaches, A2i, Literacy Design Collaborative and New Visions).
- Curriculum Teams and Generation Ready Coaches begin refining and giving each other feedback regarding curriculum maps and CCLS aligned units.
- Curriculum Teams reflect and share out what worked, what has not, and next steps during professional development.
- Students complete mid-year assessment and reflection.
- Principal, Assistant Principals and Generation Ready Coaches analyze data, reflect on implementation and refine plan for Spring 2014

Spring 2014

- Principal, Assistant Principals and teachers participate in professional development (Generation Ready Coaches, A2i, Literacy Design Collaborative and New Visions).

- Curriculum Teams and Generation Ready Coaches begin refining and giving each other feedback regarding curriculum maps and CCLS aligned units.
- Principal, Assistant Principals and Generation Ready Coaches reflect on implementation and refine plan for Summer 2014
- Students complete Learning Environment survey, end-of-year assessment and reflection.
- Curriculum Teams reflect and share out what worked, what has not and next steps during professional development. End-of-Year data is shared and analyzed with the purpose of “digging” through for evidence of best practices and creating school-wide next initiatives

Summer 2014

1. Principal, Assistant Principals, Generation Ready Coaches and team leaders plan professional development for Fall 2014

10. Describe programmatic details and resources that will be used to support each instructional strategy/activity

CFN 562 provides support by:

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

The Generation Ready Coaches Professional Development Team:

Offers Professional Development for all teachers and staff members

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

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

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

FY’13 PS & OTPS Budget

PS: Hire two Generation Ready Coaches

PS: Add two Assistant Principals that share responsibility for instruction and instruction –related matters and supervise content areas..

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.										
	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 90% of CIMS 12 th grade students will apply to a post-secondary institution and 64% of 12 th grade students will achieve the college and career readiness benchmarks on the ELA and Math Regents examinations.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
CIMS is committed to improving its college readiness outcomes across grade levels. Our 2012-2013, Progress Report shows student college readiness levels as follows: <ul style="list-style-type: none"> • Four Year College Readiness Index of 63.1% • College and Career Preparatory Course Index of 63.4

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
1. Strategies/activities that encompass the needs of identified subgroups
All activities and instructional strategies align with the Chancellor’s Citywide Instructional Expectations, the Charlotte Danielson’s Framework for Teaching and the Common Core Learning Standards. <ol style="list-style-type: none"> 1. Data Specialist will identify students who need to reach the 80 and 75 benchmarks in mathematics and English language Arts. Students will be programmed for re-engagement courses to support their ongoing development in those subject areas. 2. The college program director will work with the student support team, teachers and particularly the ELA department to conduct college and career readiness activities including a school-based college fair, essay writing workshops, college on-on-one counseling for all 12th grade students, college trips, career fair, and information sessions. Students will engage in collaborative discussions about post-secondary options and set personal goals and plans for achieving those goals with grade advisors, teachers and the college counselor. 3. Partnering with Generation Ready Coaches, A2I, and New Visions, 100% of faculty will attend at least fifteen hours of professional development that focuses on selected domains from Charlotte Danielson’s Framework: Domain 1, with special attention to: Setting instructional goals and Designing Coherent Instruction and Assessment; Domain 3, with special attention to: Questioning, Discussion Techniques and Assessment 4. Faculty members will conduct inter-visitations, participate in Mock Quality Reviews write reflections and debrief in teacher teams. Teachers will pay particular attention to Instruction and the components that make up that domain.

5. Teacher teams will examine student work using protocols and analyze the relationship between student outcomes and teacher planning/practice as measured by the Danielson Framework (rubrics distributed at the beginning of the year).

2. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, Leadership Team (Team Leaders, Guidance Team)
2. Student Support Team, College Bound Initiative Counselors, Data Specialist
3. New Visions Leadership Development Facilitator
4. Generation Ready Coaches or other coaches in all major core content areas.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

4. School will host at least one career fair and one college fair.
5. Teachers will participate in a minimum of five Danielson specific Professional Developments – focused on the areas of planning and preparation and instruction.
6. Students will enroll in re-engagement coursework in mathematics and English language arts.
7. Student Support Team will hold forums for students to discuss college-readiness and reflect on progress towards these goals

8. Timeline for implementation and completion including start and end dates

Fall 2013

- CIMS holds professional developments sessions to help teachers understand the Danielson Framework
- Teachers will set individual goals based in Domains 2 and 3 of the Danielson Rubric
- Principal identifies resources and structures to support teacher understanding of the Danielson Framework (e.g. Professional Learning Opportunities on ARIS, ASCD resources, teacher teams, Generation Ready Coaches and inter-visitations)
- Teams are utilizing protocols to evaluate artifacts against the Danielson Rubric paying particular attention to Domain 1
- Teachers conduct teacher-to-teacher inter-visitations, followed by reflection with colleagues based in components of the rubric
- New teachers will engage in research based discussions monthly and inquiry work analyzing effective teaching strategies
- Principal and Assistant Principal conduct frequent classroom observations, followed by face to face and written feedback.

Spring 2014

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

Summer 2014

- Principal, Assistant Principal, Generation Ready Coaches and Team Leaders plan professional development for Fall 2014.

9. Describe programmatic details and resources that will be used to support each instructional strategy/activity

CFN 562 provides support by:

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

The Generation Ready Coaches Professional Development Team:

Offers Professional Development for all teachers and staff members

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

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

- Leadership Development Facilitator to assist us with professional Development and Instructional Resources
- Establishment of the MASTER Program which provides us with residents to support teachers of Math & Science in the classroom.
- Participation in Federal Innovation Curriculum Development Initiative in Mathematics (*Assessing Algebra Through Inquiry – a2i*)
- CCLS Literacy & Math Professional Development Series for Assistant Principals and Teacher Leaders

FY'13 PS & OTPS Budget

PS: Hire Generation Ready Coaches

PS: Add two Assistant Principals that share responsibility for instructional related matters and supervise content areas.

PS: Hire CBI Program Director

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

At the end of the Junior Year, a parent meeting (Junior Jumpstart) is organized in the evening to familiarize parents with the upcoming year which includes deadlines for application to college and financial aid

At the beginning of the Senior Year, Senior College Night is held. Parents are invited to review their child's transcript to determine what courses they need to complete to graduate.

A College Fair is organized where parents are invited to come and ask questions of admissions officers of various colleges.

Grade Advisors keep in contact with the parents of students who are in need of interventions via phone calls and letters

Students and parents meet individually with grade advisors to create a plan for college admission.

Financial Aid night is held where experts in financial aid come and speak to the students and parents

FAFSA night is held where parents are supported in filling out the FAFSA to receive financial aid

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2014, CIMS administration will observe every teacher four times in order to improve instruction and student outcomes.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Initial walk through, informal observations and Critical Friends Group learning walks indicated that faculty needed further professional development related to the Danielson Framework for Teaching and more opportunities to participate in the observation cycle

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1. Principal and Assistant Principals will follow a schedule for teacher observations, evidence-based feedback based in the Danielson rubric, and teacher inter-visitations.
2. Principal and Assistant Principals will provide all teachers with timely oral and written feedback. All feedback will include strengths and areas for development.
3. Principal and Assistant Principals meet with teachers to design professional development plan, and provide professional development activities aligned to the plan.
4. Principal and Assistant Principals will participate in Critical Friends Group comprised of six high performing New Visions colleagues, with a focus on determining what rigor is, what it looks like in the every-day classroom and what best practices schools can share and embed?

2. Key personnel and other resources used to implement each strategy/activity

Principal, Assistant Principals and team leaders will discuss observation process, evaluate and refine Fall and Spring.

New Visions, Generation Ready Coaches, A2i, and B-TEN support personnel with assist with walkthroughs, inter-visitations and compiling teacher feedback.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. The Principal will share importance of teacher observations, end of the year rating and the new evaluation system, and school structure around teams: Teacher Teams, Attendance Team, Guidance Team, School Leadership Team, for the purpose of ensuring alignment, commonality of purpose, and accountability to results.
2. Multiple professional development opportunities that support the identification of research based instructional strategies will be explored on a monthly basis.

4. Timeline for implementation and completion including start and end dates

Fall

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

Spring

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

Summer

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

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

CFN 562 provides support by:

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

The Generation Ready Coaches Professional Development Team:

Offers Professional Development for all teachers and staff members

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

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

Leadership Development Facilitator to assist us with professional Development and Instructional Resources

Establishment of the *Urban Teacher Residency (UTR)* teaching hospital (teacher training lab site) which provides us with Residents to support teachers in the classroom.

Establishment of the MASTER Program which provides us with residents to support teachers of Math & Science in the classroom.

Participation in Federal Innovation Curriculum Development Initiative in Mathematics (*Accessing Algebra Through Inquiry – a2i*)

CCLS Literacy & Math Professional Development Series for Assistant Principals and Teacher Leaders

FY’13 PS & OTPS Budget

PS: Hire Generation Ready Coaches

PS: Add two Assistant Principals that share responsibility for instruction and instruction –related matters and supervise content areas..

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

The Principal shared excerpts from “The Framework for Teaching” by Charlotte Danielson and worked with parents on creating a checklist of expectations that classrooms and teachers should have to ensure academic readiness.

The Principal has shared her goals and objectives with the SLT and PA.

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
--	----------	---	----------	--	-----------	--	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 78% of our bottom third students will conference one-on-one with teachers or members of the students support team at the conclusion of each marking period. During these conferences students will reflect on progress and collaboratively develop individualized action plans for improving credit accumulation, course performance and Regents scores.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our progress report for 2012-2013 indicates that the percentage lowest third students earning more than 10 credits per year is lower than the general school population. This sub population consists mostly of Black and Latino students

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

Strategies/activities that encompass the needs of identified subgroups

1. CIMS will participate in the Expanded Success Initiative (ESI) and form a Student Support Team (SST)
2. Summer Bridge program for 100 incoming 9th grade students. Program focuses on developing academic skills and social emotional readiness.
3. All 9th and 10th grade African American and Latino males were placed in cohorts by a grade level advisor, who supports and monitors their academic and social-emotional performance.
4. Report cards and attendance are carefully monitored at the end of each marking period and semester.
5. Monthly theme-based assemblies, weekly study hall and peer tutoring are conducted to support target students' development in the 3 priority areas: College readiness, Academic Success and Social/Emotional Growth (including attendance)
6. Professional Development for teachers that focuses on cultural competency and alignment to citywide instructional expectations will be offered to teachers and staff.
7. The creation of a student support team consisting of grade advisors, social worker, COSA, attendance teacher, family worker, data specialist, Assistant Principal, guidance counselor, dean, and school aides.
8. Looking at and monitoring student data related to graduation and college readiness.
9. Special Education, ELL's, lowest third and "at risk" students are monitored and targeted for interventions by guidance team and grade-level advisor.

Key personnel and other resources used to implement each strategy/activity

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

Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. 9th grade students attend a minimum of 1 college trip during the 1st year.
2. 10th grade students attend a minimum of 2 college trip during their sophomore year.
3. Creation of the student support team in order to identify struggling students and bring them into the sphere of success.
4. Teachers will take on three target students from the bottom third and serve as their advocates throughout the year

Timeline for implementation and completion including start and end dates

1. Ongoing September 2013-June 2014. Summer Bridge Program July 2014

Describe programmatic details and resources that will be used to support each instructional strategy/activity

CFN 562 provides support by:

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

The Generation Ready Coaches Professional Development Team:

Offers Professional Development for all teachers and staff members

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

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

Leadership Development Facilitator to assist us with professional Development and Instructional Resources

Establishment of the *Urban Teacher Residency (UTR)* teaching hospital (teacher training lab site) which provides us with Residents to support teachers in the classroom.

Establishment of the MASTER Program which provides us with residents to support teachers of Math & Science in the classroom.

Participation in Federal Innovation Curriculum Development Initiative in Mathematics (*Accessing Algebra Through Inquiry – a2i*)

CCLS Literacy & Math Professional Development Series for Assistant Principals and Teacher Leaders

FY'13 PS & OTPS Budget

PS: Hire Generation Ready Coaches

PS: Add two Assistant Principals that share responsibility for instruction and instruction –related matters and supervise content areas..

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
--	----------	---	----------	--	-----------	--	-----------	--	-----------	--	--------

List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Wilson Prep Schools Attuned ELA Prep For Regents	Small Group One-to-One Tutoring	After School Saturday School A.M. Academy
Mathematics	A2i Math Regents Prep	Small Group One-to-One Tutoring Math Lab Grade Level	After School Saturday School A.M. Academy
Science	Science Regents Prep	Small Group One-to-One Tutoring Science Lab Grade Level	After School Saturday School A.M. Academy
Social Studies	Global Regents Prep U.S. History Regents Prep	Small Group One-to-One Tutoring Social Studies Lab Grade Level	After School Saturday School A.M. Academy
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	ESI Grade Advisors College Counseling College Bound Initiative Gear Up Social Work Interns from Lehman College	Small Group One-to-One Tutoring	After School Saturday School A.M. Academy

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

A. All elements of the *All Title I Schools* section must be completed*.

- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

Recruitment:

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

Retention:

- A needs assessment survey is done in June to determine the types of Professional Development requested by the staff.
- GENERATION READY COACHESS offer comprehensive support in the area of curriculum development, planning and CCLS alignment.
- Monthly meeting & BTEN mentoring initiative, supports collection and analysis of quantitative and qualitative data.
- New teachers are partnered with experienced teachers and participate in intervisitations, gaining new insights for both.
- Our School was chosen as a *Teaching Hospital for the Urban Teacher Residency Program, New Visions*.
- A library of ASCD materials, videos and resources is available for teacher use.
- New Visions has implemented the Urban Teacher Residency Program and the MASTER Program to train new teachers. These teachers are placed in classrooms with experienced teachers and supported by staff from New Visions and by Assistant Principals at CIMS.
- All new teachers meet monthly with the principal to debrief and discuss successes and areas for growth.

Assignments:

- A preference sheet is given to determine teacher interest.
- Assignments are given based on student need, certification, teacher requests and skill sets
 - For example in addition to required courses, our social studies department offers a Human Rights course and a Street Law course, our English department offers various electives which change by term and newly created arts electives are also available.

Support:

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

teachers.

- Subject area teams and Assistant Principals organize Professional Development based on the needs of the individual team.
- The Columbus Campus houses a UFT Teacher Center which facilitates teacher assistance.
- Ms. Alvarez has an Open Door Policy where teachers and other staff members can voice their concerns.

High Quality and Ongoing Professional Development

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

- Each core subject area meets twice weekly with the Assistant Principal as a team to discuss curriculum, assessments and best practices. The team leaders meet weekly to share insights and best practices. The Principal's cabinet meets daily to debrief. The Principal's cabinet meet weekly with the New Visions Leadership Development Facilitator to review data which will impact student achievement. Assistant Principals take advantage of CCLS Literacy & Math Professional Development Series for Assistant Principals and Teacher Leaders provided by New Visions.

The Generation Ready Coaches Professional Development Team offers Professional Development for all teachers and staff members, coaches, facilitates and provides feedback to core content teachers, and supports core content teams with CCLS alignment.

New Visions for Public Schools provides a Leadership Development Facilitator to assist us with professional Development and Instructional Resources.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

CFN 562 provides support by:

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

The Generation Ready Coaches Professional Development Team:

Offers Professional Development for all teachers and staff members

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

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

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

FY'13 PS & OTPS Budget

PS: Hire Generation Ready Coaches

PS: Add two Assistant Principals that share responsibility for instruction and instruction –related matters and supervise content

areas..

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

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

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

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Each core subject area meets twice weekly with the Assistant Principal as a team to discuss curriculum, assessments and best practices. The team leaders meet weekly to share insights and best practices.

TA Schools Only

Use of Program Resources

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

Parents and students in need of translation assistance concerning programs such as tutoring, AIS, after-school programs and social work services are assisted before, during and after-school, by a bilingual personnel.

TA Coordination with the Regular Program

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

Parents and students participate in all school events, activities and academic intervention services.

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
MAY 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.

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

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 288
School Name Collegiate Institute for Math & Science		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Shadia Alvarez	Assistant Principal David Weissberg
Coach Heidi Ludwig	Coach type here
ESL Teacher Yvonne Torrente	Guidance Counselor Cari Perez
Teacher/Subject Area Vernon Johnson	Parent Debra Kawalick
Teacher/Subject Area type here	Parent Coordinator Zulma Melendez
Related Service Provider type here	Other Yamile Ledesma, data Inquiry
Network Leader(Only if working with the LAP team) type here	Other Richard Hogg, College Advisor

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	4	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	655	Total number of ELLs	28	ELLs as share of total student population (%)	4.27%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	28	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	25

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0	0	2	0	0	25	0	0	28
Total	1	0	0	2	0	0	25	0	0	28

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										12	10	2		24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French														0
Korean												1		1
Punjabi														0
Polish														0
Albanian										1	1			2
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	14	11	3	0	28

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)											1			1

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)										3	5	1		9
Advanced (A)										11	4	3		18
Total	0	0	0	0	0	0	0	0	0	14	10	4	0	28

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3			
Integrated Algebra	11		2	
Geometry	1			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2			
Living Environment	7		1	
Physics				
Global History and Geography	6			
US History and Government	2			
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Paste response to questions here: not applicable. We are a high school and do not assess early literacy skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data on NYSESLAT is summarized below:
Spring 2013 - 28 students took the exam
Advanced Students -14 Pass=12 Fail =2 (IEP/ELL student)
Intermediate Students- 11 Pass=8 absent for exam=1 Fail = 2(IEP/Ell student)
 - 6 Students moved up from Intermediate to Advanced
 - 5 showed little or no improvement – All ELL/IEP studentsOur ELL/IEP student's need more help in achieving proficiency on this exam 9As well as others as discussed below).
A noteworthy trend is the fact that the incoming classes (9th grade) have had an on-going increase in the number of students who are both ELL and IEP. Right now more than 50% of our Ell students fall into this category, in order to ensure that our students are improving academically, we must constantly evaluate our pedagogical strategies and programming.
Regents Performance
Other than Integrated Algebra and Living Environment, fewer than 3 students took any other regents exam. This small number makes it difficult to draw any conclusions here. The pass rate is low because our ELLs have complex educational needs. In the last few years, each incoming class has included increasing numbers of IEP/Ell students As, 50% of our ELLs are also IEP, the attainment of adequate literacy and math skills leading to high school graduation remains our continual challenge.
Current ELLS
28 students –8 Students ELL/IEP
9th grade – 14 – 3ELL/IEP
10th grade – 11- 6 ELL/IEP
11th grade – 3 ELL/IEP
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
As our sample size is so small, it is difficult to reliably assess patterns other than the ever increasing number of ELL/IEP students. Clearly this increase will impact on our educational decisions as discussed above.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?N/A
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
Success = credit accumulation appropriate for grade level, passing/obtaining proficiency on all ELL exams, passing all Regents/RCTs, graduating from high school with a Regents or advanced regents diploma in four years and registering or showing evidence of being college and career ready!
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?n/a
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Credit accumulation, meeting AYP for ELLS, passing the NYSESLAT or moving on to the next level (i.e. from beginner to

intermediate)

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At Collegiate Institute for Math and Science we have a Free Standing ESL Program. An English Language Learner is assigned to our school by the Enrollment Office. Our BESIS coordinator/ESL highly qualified licensed teacher interviews the parent and conducts a Parent Orientation.
The following identification procedures occur:
Informational Meeting with parents regarding Academic Expectations, School Culture & Program Choices
Administration of the Home Language Identification Survey (HLIS)
Initial Formal Assessment and Oral Interview provided by our school
Analysis of exam history for students who have previously been in NYC public schools
Administration of the LAB-R testing (if needed)
Identification & Placement of Student based on LAB-R Testing
Program Choice (if parent chooses a different type of setting for their child, they are referred back to the enrollment center)
After reviewing the necessary documents, all students are then placed in appropriate courses according to their latest valid New York State English Second Language Achievement Test (NYSESLAT) score. Sub-tests are used to evaluate areas of strength and weakness for individual students and to determine instructional needs.
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.
A series of Parent Orientations keep the parents informed and aware of program choices, options, as well as extra-curricular activities that enhance our academic program. Parents are contacted via email, school mailings of program changes and adjustments.
If the family 's native language is a language other than a language spoken in our school building, the school will call Translation Services.

At CIMS we have a series of structures in place to support the timely and effective communication between school, parent and child. The highly qualified licensed ESL teacher is responsible for calling parents to inform them of the available programs; Parent surveys and Program Selection forms are then sent home and returned with the students the next day. Parental outreach at CIMS occurs in a multiplicity of ways, mailings, phone calls, emails and case conferencing in the native language of the parent when available and appropriate.

Our timeline includes heavy activity in the month of September when all students are evaluated, and parents are informed; the month of October, after the first marking period, student programs are examined and adjusted for necessary changes. Teachers report any language difficulties for either students in their courses or with the parent or guardian. Then in December, final grades are re-evaluated for necessary changes or adjustments. This process occurs again in the Spring Term, ensuring the constant monitoring of our students and their changing needs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Every year, the ESL Coordinator and an administrator meet with parents to discuss Entitlement letters, Parent Surveys and Program Selection forms. If a student does not submit the correct documentation, the school follows up with a case conference and/or a home visit.

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.
Identified ELL students are placed in the program chosen by their parents after they have received the necessary information in the Parent Orientation meeting. At CIMS, it has been our experience that the free standing ESL program offers the largest number of options and opportunities for students, particularly in a rigorous high school setting; hence we have worked arduously to ensure that all of our parents request this program as the first choice for their child.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Parents continuously choose the Freestanding ESL instructional program. In the case of a parent request for a full bilingual program, we explore other possible options within the campus, and/or refer them to the central Enrollment Office for a more appropriate placement.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
Yes, our program models are aligned with parent's requests. Due to the high academic capacity of our students, we have experienced that our parents are comfortable with CIMS designing a program that fits the individual students needs. After assessing their strengths and weaknesses in a subject and language, we are able to meet their needs through a customized program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Instruction is delivered through the Freestanding English as a Second Language (ESL) program. CIMS has in place a highly qualified, licensed ESL teacher, who provides instructions for all of our ESL students (beginner, intermediate and advanced as per CR Part 154) in a homogeneous setting. In our Free Standing students receive ESL instruction in a separate location; and are departmentalized. In addition to this full-classroom teacher, we have a bilingual para-professional that assists the full day. This ensures that students have two adults supporting them academically.

2. 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)?

Due to the small nature of our school, students receive the mandated services from (1) highly qualified, licensed ESL teacher. Intermediate students receive 450 minutes per week of ESL instruction; Advanced students receive 225 minutes a week of ESL instruction, both of which surpass the CR Part 154 mandates. Once students are placed in the Advanced ESL course, they have 225 minutes a week of ELA instruction, by a highly qualified licensed English teacher.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

At CIMS we believe that the two-prong process of a full day of heterogeneous instruction in English in all content areas (English, Social Studies, Math, Science, Foreign Language-Spanish, and Physical Education) with the freestanding ESL model is a recipe that assures the success of our students. In our Free Standing setting we employ ESL methodology, and the five New York State ESL Standards. We are striving to meet (and exceed) the educational needs of our English Language Learners while they become competent in the reading, writing, listening, and speaking the English language. All of our ELLs have the ability to speak English and are receiving instruction in English for all their subjects. However, when there are native language deficiencies, customized help is provided. This is especially true in our intermediate classes, where the class sizes are small enough to provide one-to-one direct instruction.

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

There is ongoing articulation between our ESL and subject area teachers. The ESL teacher gives support to the ELLs in the subject classes as needed. Our content area teachers provide a glossary of key terms and we avidly purchase related content area books in the native languages of our ELLs for our classroom libraries. When this alone does not suffice, Academic Intervention Services (AIS) are available such as tutoring before and after school, PM school and on Saturdays. This additional infusion of all content matter and skills will help move our ELLs along the path towards complete literacy in English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our highly qualified ESL teacher does interim assessments in all modalities throughout the term

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. CIMS has no SIFE students

b. CIMS has a few newcomers who need immersion throughout the day. Subject teachers differentiate lessons for newcomers as needed. Because of their small number, the newcomers at CIMS receive a great deal of one on one attention from the ESL teacher. Additional support comes from the Spanish NLA teacher as needed. Our newcomers are all currently on track toward fulfilling their graduation needs.

c. Ell's receiving service 4 to 6 years currently benefit from the freestanding ELL program with a highly qualified licensed teacher, participation in English classes with a highly qualified licensed teacher; after-school tutoring with highly qualified licensed teachers in their content areas and close monitoring by our school guidance counselors.

d.CIMS has ten long-term ELLs, seven of which also have IEPs. They receive additional support as needed and are encouraged to attend tutoring. Teachers from across the curriculum work closely to develop strategies to best meet each students needs. There is an emphasis on reading and writing since this is the greatest area of need for these students.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Former ELL’s receive testing modifications as per New York State regulations. They are also in classes that receive instructional support by the ESL teacher. Collaboration between teachers at CIMS is common-place, often resulting in creating successful opportunities for our former ELL students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We are using LessonWriter.com. It offers core content teachers a tool to assist them in differentiation across levels. These techniques and strategies are necessary for teaching the ELL population and sub-groups. This year we also purchased materials, resources and technology that support a focus on developing the four modalities tested in the NYSESLAT (listening, reading, writing, and speaking) to aid ELL students. In addition, we purchased for our school library reading and writing books for use by a group of our Ls who have IEPs and have tested at a low elementary reading level.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0

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

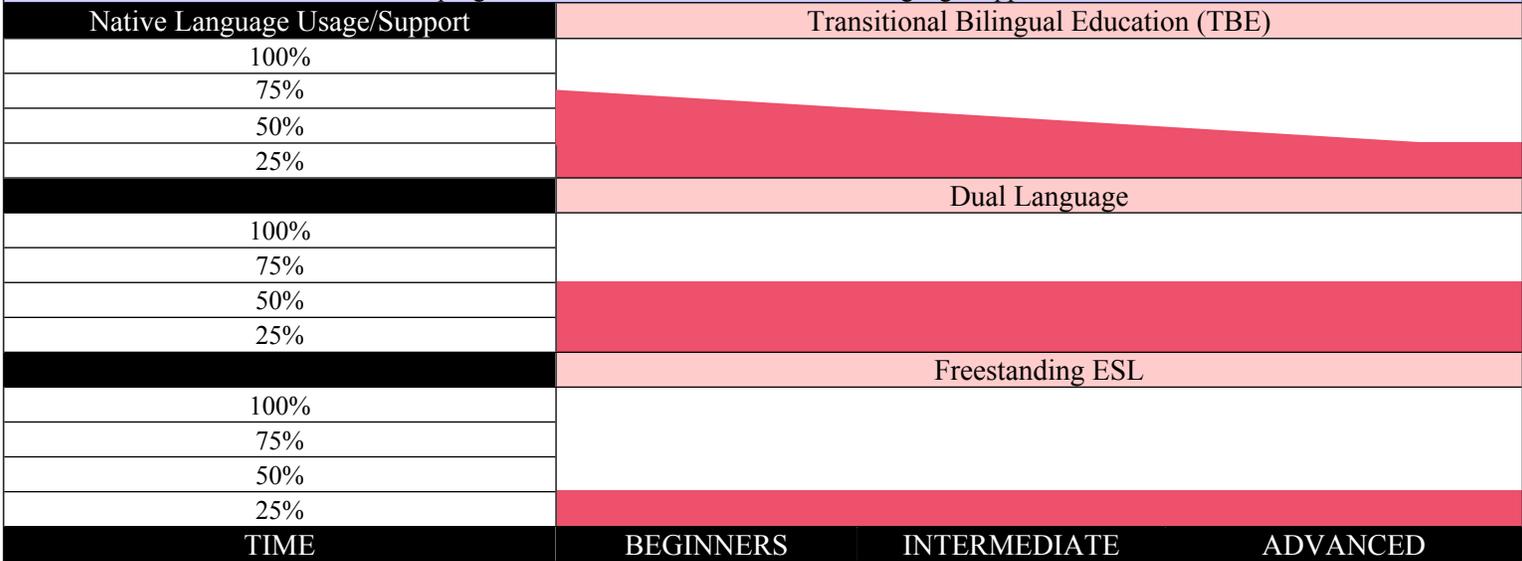
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

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

11. What new programs or improvements will be considered for the upcoming school year?

Paste response to question here: Struggling students are being targeted by individual teachers and grade advisors to act as an advocate for student success. Meetings are held monthly as a staff and divided by grade level to discuss strategies and interventions. The success of the intervention process will be monitored via student and staff conversations, tracking progress in all academic areas, and continual evaluation of best practice. Weekday and Saturday tutoring also available; staff encourage students to attend.

12. What programs/services for ELLs will be discontinued and why?

Paste response to question here: Nothing will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

N/A

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

N/A

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

CIMS offers Spanish as a core course and AP Spanish.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

2. Professional development is provided by the ELL teacher and Administrative team.

3. Transition services are offered by our school guidance counselor.

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. All parents are encouraged to attend our monthly School Leadership Team and Parent Association meetings. In order to increase the attendance of ELL parents at school conferences, Back to School Night, Parent Teacher Night and other events we have increased the use of School Messenger, and one-on-one phone calls from our Parent Coordinator, requested the use of translation services from Lingua Linx and community-based organizations. We have also invested our school allocation to purchase interpretation equipment, and to translate documents and materials that share our school vision and instructional expectations.
 2. CIMS provides information about services outside of our facilities through our Parent Coordinator and School Guidance Counselor. We continue to encourage ELL parents to take advantage of all resources in our community and on our multi-campus site. Some of these agencies include the Bronx Borough Presidents Office; Committee on Special Education (CSE); among others.
 3. Data sources such as the Learning Environment Survey, CIMS internal surveys, feedback from the Parent Coordinator, minutes from the Parents Association and School Leadership Team as well as informal conversations give us an ample picture of the needs and services required by our parents.
 4. Our parental involvement activities are directly tied to the feedback provided by parents at various functions throughout the year.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: CIMS

School DBN: 11x288

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shadia Alvarez	Principal		11/14/13
David Weissberg	Assistant Principal		11/14/13
Zulma Melendez	Parent Coordinator		11/14/13
Yvonne Torrente	ESL Teacher		11/14/13
Debra Kawalick	Parent		11/14/13
Vernon Johnson	Teacher/Subject Area		11/14/13
	Teacher/Subject Area		
Heidi Ludwig	Coach		11/14/13
	Coach		
Cari Perez	Guidance Counselor		11/14/13
	Network Leader		
Yamile Ledesma	Other <u>Data Inquiry Special</u>		11/14/13
Richard Hogg	Other <u>College Advisor</u>		11/14/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x288 School Name: Collegiate Institute for Math & Sci

Cluster: 5 Network: 562

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

Part A: Needs Assessment Findings

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

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

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

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

In December 2013 a mailing will be sent to parents and community members informing them of our findings and sharing the resources available for translation and interpretation.

Part B: Strategies and Activities

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

Currently, all CIMS brochures, and major documents are translated into Spanish. We are working with Lingua Linx to provide additional services in written translation services. Our goal is by June 2014 to have all Parents Handbooks, Student Handbooks and CIMS Academic Expectations Hand-Outs translated for distribution this summer. CIMS has also identified community based organizations in the area such as Settlement House and Bronx House that offer volunteers on an as needed basis for both written and oral translation.

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

Oral translation into Spanish is available through the administration and staff. Due to the fact that we are in a multi-campus site, in the event that we need oral translation in Urdu, Albanian or French we have identified staff members at other schools that can assist as needed. When necessary, other languages are translated with the assistance of the DOE and outside agencies. Oral translation into Spanish is available through the administration and staff. Due to the fact that we are in a multi-campus site, in the event that we need oral translation in Urdu, Albanian or French we have identified staff members at other schools that can assist as needed. When necessary, other languages are translated with the assistance of the DOE and outside agencies., a mailing will be sent to parents and community members informing them of our findings and sharing the resources available for translation and interpretation.

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

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

