



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: COMPREHENSIVE MODEL SCHOOL PROJECT

DBN (i.e. 01M001): 09X327

Principal: MANUEL RAMIREZ

Principal Email: MRAMIRE4@SCHOOLS.NYC.GOV

Superintendent: DOLORES ESPOSITO

Network Leader: LYNETTE GUASTAFERRO

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
Manuel Ramirez	*Principal or Designee	
Patrick Bentsen	*UFT Chapter Leader or Designee	
Esperanza Vasquez	*PA/PTA President or Designated Co-President	
Ulises Jimenez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Llunorkys Veras	Member/ Parent	
Yonancy De Jesus	Member/ Parent	
Iveet Guayabo	Member/ Parent	
Alberico Polanco	Member/ Teacher	
Alixandre Ricci	Member/ Teacher	
Carlos Ovalle	Member/ Teacher	
	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.

To increase writing across content areas by aligning common core writing goals and skills introduced during ELA. By June 2014. By June 2014 20% of students will show significant progress in writing as evidenced by the New York State 2013 Grades 6-8 Common Core ELA rubric that will be used to assess their baseline, midline, endline pieces and end of unit writing assignments/projects.

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.

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

At the beginning of the 2013-14 school year we administered a baseline writing assessment. Our 6th grade students were the weakest in the areas of organization, grammar and spelling, 7th grade in the areas of the capitalization of proper nouns, organization and grammar, and 8th grade in the areas of directness (completely addressing a task), complex sentence structure, and academic vocabulary. All of these areas are being addressed within our Humanities related subjects.

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

Strategy- All teachers will participate in professional growth practices that shift teaching practices.

1. Activity- All teachers will incorporate writing assignments into daily lessons that emulate NYS state testing questions and writing prompts.
2. Activity - All teaching teams (grade level and department) will evaluate writing portfolios a minimum of three times using a prescribed protocol for looking at student work to assess progress.
3. Activity – All Humanities related content area teachers will confer with their students after assessing their writing to provide personalized feedback for each student.

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

1. Teachers will participate in professional development which will focus on analyzing and writing testing questions, writing prompts and developing techniques and activities to support this initiative.
2. Assistant Principals (2) will hold weekly department meetings with all teachers to norm the practice of evaluating of student work.
3. Administration and coaches will conduct observations and give timely feedback to support teachers.

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

By the end of the 2013-14 school year

1. the administration and teachers will sit and review student portfolios to determine whether this writing initiative was effective, based on the number of writing pieces each student produces and the quality of their work.
2. self-reflection will be used prior to and post this writing initiative.
3. teachers will share their best practices experiences.

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

1. Increasing the writing across the content areas will be implemented daily, between September 2013 and June 2014.

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

1. The administration will ensure teachers are provided with adequate meeting and planning time.
2. During weekly grade level meetings, teachers will discuss and plan weekly writing assignments to ensure the teaching point and rigor.
3. No cost associated with this initiative.

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).

Students will write letters to parents inviting them to attend Parent Teacher Conference. The school will invite parents to attend Curriculum Night to view the instructional core of our school.

Budget and Resource Alignment

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

X	Tax Levy	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 #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.

To strengthen the instructional program for our English Language Learners and our Special Education Students. By June 2014, 90% of our teachers will attend professional development to obtain effective teaching methodologies to support language acquisition. 90% of our teachers will demonstrate the use of ESL methodologies during classroom instruction as evidenced by units of study and lesson plans. 90% of our teachers will attend professional development to study effective teaching methodologies to support the instructional growth of our special needs students. 90% of our teachers will show effective teaching strategies for our special education students as evidenced by observations and lesson plans.

Comprehensive Needs Assessment

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 order to better serve our increasing ELL population, we are looking to strengthen the instructional program this year. Presently, 11% of our student population is English Language Learners and 10% are Special Education Students. Building off of last year's Inquiry Team results, NYS exams, NYSESLAT, and other data we would like to continue to improve our teaching of effective ESL and Special Education methodologies throughout our school community.

Instructional Strategies/Activities

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

Strategy- All teachers will participate in professional growth practices that shift teaching practices.

1. Activity- Our ESL teachers will disaggregate the 2012-13 NYSESLAT data to compare the raw scores to the scale scores to determine the proficiency levels of each ELL student.
2. Activity- Our Special Education teachers will disaggregate the 2012-13 data for our Special Education students (the raw scores to the scale scores) to determine the proficiency levels of each student.
3. Activity- All content area teachers will be trained to use instructional strategies and assessments to support ELLs in their classrooms.
4. Activity- Provide mandated ESL instructional time: Beginners/Intermediate – 360 minutes; Advanced/Transitional – 180 minutes.
5. Activity- Provide mandated Special Education services as noted by the IEP.

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

1. Teachers will participate in grade level meetings to discuss the specific needs of each student based on their proficiency levels (beginners,

intermediate, and advanced) as well as IEP requirements.

2. Administration will provide teachers will preparation time for ESL/Special Education teachers to articulate with regular education/monolingual teachers.
3. Teachers will create and display criteria charts and rubrics that demonstrate the current unit of study and that support all students.
4. The school will continue to purchase materials that support ELLs and Special Education, including books on tape, visuals, texts with appropriate illustrations and guided reading materials.
5. The school increase classroom libraries with multicultural literature representative of the student population of our school.

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

At the beginning of the 2013-14 school year

1. the administration and teachers will meet to identify and discuss each ESL and Special Education students appropriate instructional setting.
2. our Network ELL and Special Education Specialists will be invited throughout the school year to participate in Learning Walks to assess of teaching practice of our ELL and Special Education teachers and consistently gauge the learning of the students.

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

1. Strengthening the instructional program for our English Language Learners and our Special Education Students will be implemented daily, between September 2013 and June 2014.

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

1. Common prep periods once a week allows AP's (2) to hold meeting s with the ELL and Special Education teachers.
2. No cost associated with this activity.

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).

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

Budget and Resource Alignment

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

X	Tax Levy	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 #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.

To demonstrate gains in student progress particularly in the area of English Language Arts which will show an increase on the 2013-2014 School Progress Report. By June 2014, at least 15% of our level 2s will score at grade level (level 3) as demonstrated by the New York State ELA exam. In addition, at least 15% of our 8th grade level 3 students will show progress in their raw score on the ELA exam.

Comprehensive Needs Assessment

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.

Data for CMSP 327 has consistently shown an increase in students' progress as they travel from grade 6 through 8 on standardized exams. This progress has been consistent from year to year and this is strongly reflective on the Progress Report. Therefore, we recognize the importance of maintaining this record of performance and a need to focus our efforts on improving our score on the student performance section of the Progress Report more specifically in English Language Arts, in order to keep that data consistent.

Through professional development centered around analyzing data and triggering more specific and targeted teaching, a greater degree of student progress in ELA will be realized. In addition, this school year time on reading has been increased by establishing a common independent reading period school wide with targeted support for struggling readers by ELA teachers.

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

Strategy- All teachers will participate in professional growth practices that shift teaching practices.

2. Activity- Assess students periodically in all subjects with a focus on ELA to monitor progress and modify units of study and lessons based on most current data.
3. Activity- Develop child case studies to identify individual students' needs, strategize ways to target instruction and monitor progress over time.
4. Activity- Teachers will continue to maintain student portfolios that will capture student work as well as demonstrate progress of students identified most at-risk and the targeted instruction to meet his or her needs.

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

1. Teachers will create and utilize local measures to assess the student throughout the school year and track progression.
2. After disaggregating the data the administration and teachers will identify specific students in need of targeted instruction.
3. Teacher teams will meet weekly to evaluate student work, discuss individual progress and determine the best next steps.

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

By the end of the 2013-14 school year

1. the administration and teachers will sit and review student portfolios to review the quality of the student work particularly in ELA .
2. Once released, the Administration will share with the teachers the results of the 2013-13 School Progress Report.

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

1. Increasing the rigor of instruction in our ELA department will be implemented daily, between September 2013 and June 2014.

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

1. Humanities teachers will participate in inter-visitations between classrooms and write reflections on what they observed as best practices.
2. There is no cost associated with this activity.

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).

Provide parents with teachers email addresses to allow easy access for the home and school to communicate on a regular basis. Encourage parents to attend our annual Curriculum Night to learn about and better understand the school curriculum, which will bridge the gap between home and school.

Budget and Resource Alignment

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

X	Tax Levy	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.

To continue to increase the ability of teachers to use data to differentiate instruction through continued practice and professional development. By June 2014, 90% of our teachers will continue to participate in professional development sessions that will help them to improve their Student Work Samples;

Student Portfolios; Agendas from faculty meetings and grade/department level meetings; Schedules for Special Education and ELL support staff providing intervention for students.

Comprehensive Needs Assessment

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.

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

Instructional Strategies/Activities

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. Teachers will continue to use data to plan lessons that meet the various needs of their students, including English language learners, special education students and other sub-groups through whole group and small group instruction.
2. Teachers will be encouraged to deliver instruction that will address all three learning styles: Visual, Auditory, and Kinesthetic to reach all learners.

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

1. Teachers will utilize NYstart and ARIS to begin using the data compiled by city and state assessments to refresh their teaching practices
2. Data specialist will continue to attend data-driven workshops sponsored by the Network and will turn key training and methodologies to colleagues during monthly faculty meetings.

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

1. The ELA coach and the AP's (2) along with the support of the data specialist will continue to facilitate monthly grade/department level meetings to analyze student data.
2. The Administration will periodically assess teacher's lesson plans and thoroughly review lesson plans with the teacher during the formal observation process.

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

1. Our goal of differentiating instruction will be on-going between September 2013 and June 2014.

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

1. Ongoing professional development will continue to be provided and will focus on analyzing data and using the data to plan instruction in order to provide teachers with the tools to use data effectively to differentiate lessons.
2. There is no cost associated with this activity.

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).

Clearly communicate assessment goals, dates and share the results of assessment with parents. Use a variety of assessment data to establish future goals for both home and school. Collaborate with all specialists who work with your students, so all adults and parents work toward student success. Provide parents with online access to their child's grades and test results (ARIS, Engrade). Help parents set up graphic organizers and data collection sheets that indicate work completed and methods used at home. These graphic organizers provide indispensable parent documentation and will become a valuable tool for conferences when establishing resource needs as well as for future IEP and 504 meetings when new goals are established

Budget and Resource Alignment

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

X	Tax Levy	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.

To increase parent involvement in our school which will impact positively on student success and show progress on the Annual School Environment Survey. By June 2014, at least 85% of our parents will respond to the parents' survey for the 2013-2014 school year and the school progress report will reflect a score of 12 out of 15 on the environment section.

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.

According to the 2012-2013 Progress Report, we earned 10.7 out of 15 in the environment section. We recognize the importance of having strong parental involvement which will translate into higher academic expectations at home. This home-school connection will serve as a contagious effect of rigor both at home and in school.

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. Use parent meetings/contact as a vehicle to improve and maintain student attendance.
 2. Solicit parent involvement through meaningful and relevant topics for parent meetings
 3. Solicit parents to attend school functions such as academic celebrations and viewing components of the instructional program.
- 2. Key personnel and other resources used to implement each strategy/activity**
 1. Our school will be very transparent for our parents by providing monthly calendars, returning phone calls in a timely manner and an open door policy.
 2. The members of the SLT Committee and PA will play an integral role in helping to solicit parent involvement.
 3. For all school events, using School Messenger, an Administrator will record a message inviting parent to attend.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Periodic phone calls home to parents to inquire about their opinion an outlook of our school.
 2. Increased participation in SLT and PA meetings as evidenced by sign-in sheets
 3. A higher rating on the 2013-14 School Progress Report in the environment section.
- 4. Timeline for implementation and completion including start and end dates**
 1. Our goal of increasing parent involvement to impact student success will be on-going between September 2013 and June 2014.
- 5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
 1. Our schools Parent Coordinator will facilitate the parent school connection.
 2. Title I and Title III funds will be used to accomplish this goal.

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).

Invite parents to be involved in the decision making process concerning our school. Ask parents to chair and plan family events and class/school fundraisers. Empower them to know their involvement in their child's education establishes "buy-in" and a sense of ownership in the classroom.

Budget and Resource Alignment

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

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

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

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	<ul style="list-style-type: none"> • Guided reading • STAR reading assessment • Achieve 3000 • Daily independent reading (4 x's/week) • Kaplan Test Prep • Ready NYC Test Prep • Common Core Curriculum • Scholastic Traits 	<p>Small group push-in and pull-out service. Lower student teacher ratio in the reading/writing classes by assigning a teacher to push-in to the class.</p> <p>Kaplan and Ready NYC will be used as a support during testing period.</p>	After-school and Saturday tutoring.
Mathematics	Computer program ALEKS to be incorporated in the classrooms as part of the differentiated instruction, Kaplan Test Prep, Test Prep, Common Core Curriculum	<p>Small group push-in and pull-out service. Lower student teacher ratio in the math classes by assigning a teacher to push-in to the class.</p> <p>Coach and will be used as a support during testing period.</p>	After-school and Saturday tutoring.
Science	<ul style="list-style-type: none"> • Guided reading • STAR reading assessment • Achieve 3000 • Daily independent reading (4 x's/week) • Kaplan Test Prep • Ready NYC Test Prep • Common Core Curriculum • Scholastic Traits <p>Computer program ALEKS to be incorporated in the classrooms as part of the differentiated instruction, Kaplan Test Prep, Test Prep, Common Core Curriculum</p>	<ul style="list-style-type: none"> • Guided reading • STAR reading assessment • Achieve 3000 • Daily independent reading (4 x's/week) • Kaplan Test Prep • Ready NYC Test Prep • Common Core Curriculum • Scholastic Traits <p>Computer program ALEKS to be incorporated in the classrooms as part of the differentiated instruction, Kaplan Test Prep, Test Prep, Common Core Curriculum</p>	After-school and Saturday tutoring.
Social Studies	<ul style="list-style-type: none"> • Guided reading • STAR reading assessment • Achieve 3000 	<ul style="list-style-type: none"> • Guided reading • STAR reading assessment • Achieve 3000 	After-school and Saturday tutoring.

	<ul style="list-style-type: none"> • Daily independent reading (4 x's/week) • Kaplan Test Prep • Ready NYC Test Prep • Common Core Curriculum • Scholastic Traits <p>Computer program ALEKS to be incorporated in the classrooms as part of the differentiated instruction, Kaplan Test Prep, Test Prep, Common Core Curriculum</p>	<ul style="list-style-type: none"> • Daily independent reading (4 x's/week) • Kaplan Test Prep • Ready NYC Test Prep • Common Core Curriculum • Scholastic Traits <p>Computer program ALEKS to be incorporated in the classrooms as part of the differentiated instruction, Kaplan Test Prep, Test Prep, Common Core Curriculum</p>	
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<ul style="list-style-type: none"> • Guided reading • STAR reading assessment • Achieve 3000 • Daily independent reading (4 x's/week) • Kaplan Test Prep • Ready NYC Test Prep • Common Core Curriculum • Scholastic Traits <p>Computer program ALEKS to be incorporated in the classrooms as part of the differentiated instruction, Kaplan Test Prep, Test Prep, Common Core Curriculum</p>	<ul style="list-style-type: none"> • Guided reading • STAR reading assessment • Achieve 3000 • Daily independent reading (4 x's/week) • Kaplan Test Prep • Ready NYC Test Prep • Common Core Curriculum • Scholastic Traits <p>Computer program ALEKS to be incorporated in the classrooms as part of the differentiated instruction, Kaplan Test Prep, Test Prep, Common Core Curriculum</p>	<p>Small group and individual counseling as needed, or as stated on the IEP.</p>

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

- 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.

We take several steps to ensure that the staff of CMPS 327 is highly qualified. As defined by NCLB, first, all of our teachers must hold: a full state certification, a Master's Degree, and demonstrate subject-matter competency in each academic subject they teach. Second, beyond the year-long mentor required by the DOE, to fully support and retain our new teachers we provide them with a permanent in-house mentor. Our veteran teachers work with our new teachers to help build efficacy and classroom management skills. Third, our HQT are required to set three professional goals and track the achievement of those goals throughout the school year. Fourth, we ensure full teacher competency by providing timely, adequate Professional Development. We provide Professional Development that meets the immediate needs and requests of our teachers enabling them to provide sound instruction and address the specific learning needs of each of our students.

We will ensure that our high quality teachers remain in our school by creating a professional learning environment that is safe, respectful and challenging; and by creating a school culture that values collaboration and learning, offers relevant professional development opportunities for professional growth, and multiple opportunities for staff to contribute to our school development.

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).

Professional development will be offered through the Department of Education. We will encourage our staff to attend workshops that will benefit them and in turn improve the academic performance of our students. In-house teachers, principals, and paraprofessional and staff will participate in professional development that includes learning by example and observing good practitioners: observing other teachers teaching, watching a colleague present an assembly, observing a visiting expert, shadowing a fellow teacher, visiting and seeing other schools in action. High quality staff development will be provided also by our network for lead teachers.

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.).

CMSP 327 ensures that staff members responsible for programs supported by other federal funds are involved in the assessment of needs that leads to the determination of how Title I money should be used. Our Business Manager is responsible to make sure coordination between programs occurs. Coordination can also be carried out by ensuring that any Title I funded staff members are given time to work with the staff members that manage these programs.

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.

At the onset of the school year, our teachers played an integral role in the decision making process regarding the selection of appropriate assessment measures. Members of our School Local Measures Committee used a six-step process to make recommendations for Local Measures. Student starting points were identified in the fall, using historical student performance data and via baseline assessments administered in the classroom. The administration (3) and teachers can used the results of baseline assessments as additional information to plan instruction for the school year and to focus on key areas of needs for our students. The administration and teachers meets regularly to check-in throughout the year to assess student progress through formative and periodic assessments. At the end of each unit of study summative assessments are administered. Student growth scores are then determined using a growth model. The administration and teachers regularly discuss results and use information from the MOSL process to help drive instructional improvements the throughout the school year.

In addition, teachers are provided collaborative planning time. Each grade level meets with an administrator at least once a week. The purpose of this meeting is to review pacing guides, plan lessons, share instructional strategies, norm grading policies, score student work, analyze data and engage in professional development.

TA Schools Only

Use of Program Resources

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

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
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 9	Borough Bronx	School Number 327
School Name CMSP 327		

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 Manuel Ramirez	Assistant Principal Randi Rubel
Coach Roubi Eliopoulos	Coach Emily Little
ESL Teacher Anita Bushi	Guidance Counselor Nancy Pichardo
Teacher/Subject Area Stephanie Marrone/ELA	Parent Milly Veras
Teacher/Subject Area Erica Carino/US History	Parent Coordinator Mercedelli Graciano
Related Service Provider Sheila Corporan	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	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	1	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)	544	Total number of ELLs	53	ELLs as share of total student population (%)	9.74%
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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														
Pull-out							1	1	1					3
Push-In										1	1			2
Total	0	0	0	0	0	0	1	1	1	1	1	0	0	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	53	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	14
SIFE	5	ELLs receiving service 4-6 years	25	Long-Term (completed 6+ years)	21

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
Dual Language										0
ESL	7	3		25	2	5	21		9	53
Total	7	3	0	25	2	5	21	0	9	53

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
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							17	16	6	7	2			48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian														0
French								1						1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1		1	1				3
TOTAL	0	0	0	0	0	0	18	18	7	8	2	0	0	53

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		1	1			4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							5	2		1				8
Advanced (A)							11	16	7	6	1			41
Total	0	0	0	0	0	0	17	19	7	8	2	0	0	53

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I							5			1	1		
	A							11		11	3	4		
	P							2	7	4	3	1		
READING/ WRITING	B							3	2			1		
	I							6	13	5	3			
	A							9	2	2	2	1		
	P								1		3			

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	14	4			18
7	14	4			18
8	7				7
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	12		4						16
7	6		8		4				18
8	4		2						6
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				
Integrated Algebra	8		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	8		1	
Physics				
Global History and Geography				
US History and Foreign Language	2			
Government				
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.

At CMSP 327, we use the ELL Periodic Assessment as an initial assessment. School leadership uses the results of the ELL Periodic Assessment to know performance levels of different classes in the school in reading, writing and listening. Knowledge of common strengths and weaknesses aids our administrators in planning curriculum and selecting leveled text for units of study. Through item analysis, the ESL teacher uses the results to plan lessons for whole classes and individual students. Teachers also ascertain which particular skill areas students are proficient in, as well as, where they are having difficulty. Based on the ELL Periodic Assessment data, we know that the ELLs can benefit from increased reading and writing practice. Through differentiated instruction, teachers use alternate text and varied writing activities to help students build literacy. We also use the NYSESLAT results, ELA state exam results, teacher made assessments and observation notes to learn the specific learning skills our ELLs are not meeting the standards on and based on these data, we make plans to target these skills in our instruction.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT report indicates that the ELLs data pattern across proficiency levels have increased based on the report from 2012 to 2013. Data shows that students in a three year span have increased from a beginners level to an advanced level of proficiency. The report also indicates students progressing with gains throughout the modalities eventhough very few are still at the same proficiency level. When students enter in September of the school year and take the NYSESLAT in the spring, scores indicate a gain mostly jumping from a low score to an intermediate level score and from an intermediate score to an advanced or proficient one. For the 2013 year, no student was given the LAB-R so we have no data. The 2013 NYSESLAT data reveals that the majority of our ELLs are in the advanced level. However, while many of the ELLs scored proficient in the listening/speaking modality, most of them scored intermediate or advanced in the reading/writing modality.

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](#))

Our NYSESLAT data demonstrates that our ELLs need reinforcement in reading and writing, we will focus on creating lessons that will improve their reading and writing skills. Teachers look closely at the NYSESLAT modalities, which are aligned to state standards, and incorporate each modality according to student needs in the course of regular classroom instruction, as well as through targeted push-in and pull-out instruction. The push-in model allows our ESL teachers to work more closely with classroom teachers, and to provide targeted support for ELLs without depriving them of instructional time in the general classroom. Our ESL teachers have collaborated with general education teachers on the development of rigorous units of study for all students, with an emphasis on writing, our school wide content focus for the year.

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?

4a. In reference to the ELA exam in grade 6, a total of 18 ELLs took the exam. Fourteen scored a level I, four a level II, none a level III, and none a level IV. In grade 7, a total of 18 ELLs took the exam. Fourteen students scored a level I, four a level II, none a level III, and none a level IV. In grade 8, a total of 7 ELL's took the exam. Seven students scored a level I, none a level II, none a level III, and none a level IV. After examining these results, we noticed that almost 20% of our ELLs scored a level II in the exam. In reference to the New York State Mathematics Exam in grade 6, a total of 16 students took the exam. Twelve students scored a level I, four a level II, none a level III, and None a level IV. In grade 7, a total of 18 students took the exam. Six students scored a level I, eight a level II, four students a level III, and none a level IV. In grade 8, a total of 6 students took the exam. Four students scored a level I, two a level II, none a level III, and none a level IV. Based on these results, we noticed that 35% of our ELLs scored a level II, and 10% scored a level III. Our data shows that the students who scored a I in the ELA exam scored mostly at the beginning or intermediate level on the NYSESLAT. While some of our ELLs showed weakness in literacy, we observed that they scored higher in the Math Exam. In order to assist our students score higher in these exams, we will use different strategies and methodologies that focus on building their vocabulary and reading comprehension. The ESL teachers will also develop a series of lessons and activities to improve their writing skills including grammar, mechanics, and conventions. Through the use of ESL strategies, teachers provide well developed lessons and build academic skills based on New York State standards. In the ESL program, all instruction is delivered in English with native language support. Through

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

4b. The School Leadership and teachers are using the results of the Periodic Assessments to evaluate students' knowledge, drive instruction, focus on students' weaknesses, conference with students, provide additional instruction during 37.5 tutorial program, provide afterschool ELL program and Saturday ELL program, and to provide professional development to teachers so they can assist students in the subject area they are deficient in.

4c. Our school has learned through Periodic Assessment that our ELL population needs intensive support in vocabulary development through the content areas as well as reading and writing practice. We are also able to identify the students specific skills that show strengths and weaknesses. As a result we are able to differentiate instruction and focus on the students' weaknesses. The periodic assesment also gives us information of what level the student would be at if they took the state ELA state exam.

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](#).)

Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?

At CMSP 327, all content area teachers present their regular, grade- level subject curriculum to the students through modified instruction in English. They identify how language is used in their subjects and give students explicit instruction and practice with it. They modulate the level of English they use and the texts used with and among students. They make the content comprehensible through techniques such as the use of visuals, modeling, demonstrations, graphic organizers, vocabulary previews, adapted texts, cooperative learning, peer tutoring, and native language support. ESL teachers advance students' English language development with curricula addressing language proficiency standards but incorporating the types of texts, vocabulary, and tasks used in core subjects to prepare the students for success in the regular, English-medium classroom. They make specific connections between the content being taught and students' experiences and prior knowledge, and they focus on expanding the students' vocabulary base.

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?

Not applicable

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

The success of our program for ELLs is based on how much they have improved in a three year span. We hope to have them improve from a beginners level to a proficient level on the NYSESLAT within three years .

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Upon registration to our school, ELLs are identified first by the Home Language Identification Survey (HLIS). Our pupil Accounting secretary contacts Mrs. Bushi, ESL Teacher who holds a permanent ESL Certification, to administer the HILS and conducts an oral interview. Parent coordinator, Ms. Graciano, and Pupil Accounting Secretary both assist as interpreters for parents and students who predominantly speak Spanish. A student is considered to have a home language other than English when one question in part one and two questions in part two of the HILS indicate that he or she uses a language other than English. The

Survey is used to determine whether a student will be given the LAB-R. The Lab-R is administered by the ESL teacher within the first ten days of school. Also, students who speak Spanish and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. The results of this exam determine ELL eligibility. Mandated instructional time of ESL is then based on the students' scores in a proportionate rate with the LAB-R scores and/or the proficiency levels as revealed by the NYSESLAT exam.

Using our ATS RLER, RLAT RMNR reports we identify ELLs who must take the NYSESLAT exam each Spring.

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.
In our school we ensure that parents are informed about the ELL programs that we provide. In order to ensure that parents are clear about their options we explain the three ELL models during parent orientations and during the first 10 days following a child's registration to our school. The ESL teacher works closely with the parent coordinator and the assistant principals to reach out to parents/guardians through direct oral communication, the mailing of notification letters, and letters distributed to individual students for home delivery. Parent orientations are held several times during the month of September with notifications accompanying each parent orientation announcement. At our orientations, parents receive a copy of the NYC DOE Guide for Parents of English Language Learners in both English and their native language, and watch the NYC DOE parent orientation video in their home language. The video describes the three placement programs provided by the New York City Department of Education: Transitional Bilingual Education (TBE), Dual Language (DL), and Freestanding English as a Second Language (ESL). The parents/guardians are encouraged to ask any questions they may have regarding their child's placement and program choice. If parents are unable to attend any of the scheduled parent orientations, they are invited and encouraged to make an appointment with the assistant principal, the ESL teacher, and/or the parent coordinator to address any concerns or questions they may have regarding their child's ELL identification and program placement. In addition, for those parents requiring information, forms, or contact with CMSP 327 in a language other than English or Spanish, we avail the services of the New York City Department of Education's Translation and Interpretation Unit, an internal resource for accessing written translation and oral interpretation services with which we may better communicate with and better engage the limited-English-proficient parents of our ELLs.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
The ESL teacher and the parent coordinator are in charge of distributing and collecting all forms. Parents receive Entitlement letters, placement letters, and non-entitlement letters (where students have tested out of ESL). Mrs. Bushi, and the Parent Coordinator make sure that these letters are read and understood by each parent during parent orientation, parent-teacher conferences and ongoing. Parent surveys and selection forms are collected from parents who attend the orientation and follow up calls are placed to each parent who does not attend either the orientation or a parent-teacher conference. Records of the Entitlement letters and other correspondence are maintained by Ms. Bushi in her office.
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.
4. Parents are always informed that they have the right to choose any of the three program options, regardless of whether or not it is currently being offered in the school. Parents who choose Free-standing ESL can be accommodated immediately. Parents who request DL or TBE are informed of their rights to these programs in terms of 1) the number of students we would need at this school to open a program and 2) their right to transfer to another school in the city which offers the program they selected. After the Parent Selection form is completed, Mrs. Bushi generates the placement letter in the parent's preferred language and delivers it by hand. Parents who do not want their child in Free Standing ESL are offered a list of schools where it is being offered. Parents are made aware that if a certain number of parents choose Bilingual education program or Dual Language program it will then be created at CMSP 327.
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.
The NYSESLAT is considered a NYS exam so we follow the same procedures as when we administer the NYS ELA and Math exams. Teachers receive a memorandum stating the testing procedures, conditions, modifications, if necessary, time and testing locations. We send home a letter prior to the exam to notify the parents of the importance and dates of the exam administration. The Speaking component is administered first. The teacher pulls out each student individually and administers the test. The listening, reading, and writing components are administered in groups during three other days as per the NYSESLAT procedures.
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. ⓘ

All ELLs are placed in a program accordant with parental selection made on parent survey during registration. Currently our school offers free-standing ESL only since 100% of our parents chose this program. If a parent has chosen a program that we do not offer we offer them assistance, providing them with a list of other school options. Every effort is made to honor parent request and to assist them with securing their first choice. It has been our trend that our parents have selected free-standing ESL programs. Nevertheless, we monitor the parent requests and the number of speakers of each language, at each grade level so that we would immediately become aware if we had a group of twenty or more speakers of the same language at the same grade level.

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])?

The ESL program at CMSP 327 is a pull-out/push-in program with homogeneous proficiency level groups. All advanced ESL students are placed into a grade specific class, which travels as a group. The same rule is followed for the beginning and intermediate ESL students. The ELL students come to school with little English or at various levels of acquisition and thus differentiating instruction is essential to meeting their language development needs. The SIFE students are tested by the ESL teacher and provided instruction based on their needs to provide equitable instruction at their grade level during the designated Literacy periods within their schedules. Scaffolding is a very important strategy we use. For the ELLs with less than three years we focus on teaching stories and other informational texts at the grade level. We also help improve the vocabulary and grammar. Our focus for the advanced students is teaching more complicated stories and information as well as test-taking strategies. Special attention is paid to the students with special needs. Their groups are smaller, two of three students, so the ESL teacher can work one-to-one. Our students receive high quality instruction based on their individualized academic and behavioral needs. The ESL teachers cooperate with the content area teachers in planning lessons so that every student is given access to the general education curriculum and is educated alongside general education peers. The ESL teachers provide content area support for ELLs by embedding explicit strategies for language development within content lessons. The teachers determine the background knowledge that the students need to understand the content, incorporate ESL objectives while planning lessons, provide models and demonstrations, use graphic organizers, simplify the language, and display visual representations. In addition, all ESL students are mandated to attend the Extended Afternoon Program and Saturday Enrichment Program in preparation for the ELA state exam and the NYSESLAT. All staff members have participated in school wide and network level professional development, which includes but is not limited to QTEL and SIOP. Mrs. Bushi, the ESL teacher has participated in QTEL, SIOP, English 3D, Achieve 3000, regional workshops and BER seminars.

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)?

We make sure that the mandated instructional minutes are provided according to the proficiency levels. The ESL teachers are aware of the New York State mandated minutes of instruction for their ELLs. CMSP 327 is in compliance in regards to our programming and scheduling based upon these state mandates. ESL students identified as either Beginner (B) or Intermediate (I) receive 360 minutes of ESL instruction per week, and ESL students identified as Advanced (A) receive 180 minutes of ESL instruction per week. For our 9th and 10th ESL Beginning students we provide 540 minutes of ESL instruction a week, for the Intermediate ELLs 360 minutes a week, and for the Advanced ELLs 180 minutes of ESL and 180 minutes of ELA instruction a week. The mainstream students are pulled out from ELA, and SS. When pulled out from ELA, we make sure that ESL strategies are used to understand the ELA requirements. When pulled out from content area and focus on vocabulary development. We always make sure that NLA is used to expand our students' acquisition of the second language if necessary.

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 CMSP 327 the teachers use instructional practices that make content more accessible and comprehensible for ELLs using SIOP practices inclusive of building background, relating the material to the students cultural understanding, using language accessible to the students and emphasizing key vocabulary through a variety of activities. Additionally the content area teachers provide multiple opportunities for discussion and comprehension development based on experiments and projects conducted in class with readily available opportunities for students to analyze data, and learn the scientific experiment methods. In addition, ESL classes include instruction designed to improve content area achievement. For example the use of Inside series textbooks in ESL classes gives teachers the opportunity to teach and reinforce non-fiction, content area reading and writing strategies.

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

Spanish-speaking students are administered the Spanish LAB as part of the in-take process. In addition to the LAB-R and Spanish

LAB exams, CMSP 327 has a brief placement test for new admits that includes a section where we ask students for writing samples in both their native language and English. If this sample leads us to suspect that there are literacy or learning difficulties, we follow up using either the parent coordinator who speaks the home language or the DOE Interpretation hotline in order to assure that students with additional needs receive additional services. Even though students at CMSP 327 are not provided with Native Language Arts, they are provided with native language support through the provision of bilingual dictionaries and bilingual content area glossaries. Newcomer ESL students are provided with bilingual books and dictionaries to support learning, and special education ELLs are provided with bilingual paraprofessionals, when available.

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

At CMSP 327 ESL instruction is delivered only in English with support in the native language. We have designed and implemented a clear and present focus on the diversified needs of all the ELL population with regard to their linguistic developmental requirements and their first language and culture. All students are instructed in all modalities in order to move them from the beginning level to the intermediate, from intermediate to advanced, and from advanced to proficient. All instruction is standards based and ESL methodologies and strategies such as scaffolding, TPR, CALLA, word wall, realia, visuals, graphic organizers, and QTEL are implemented in all lessons. Implementing such practices allows for the development of both basic and inter-personal communication skills (BICS) and cognitive academic language proficiency (CALP).

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

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

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).

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

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

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

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

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

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

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

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

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

Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Beginners and Intermediate ESL students takes place between 3:10 P.M. to 4:10 P.M. Monday-Friday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We will also offer a Saturday Enrichment Program in which the ESL teacher will utilize a balanced literacy instructional approach. Students will participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students will work through author, genre, and thematic studies. The beginning and intermediate ELL students will focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

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

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?

The ESL program at Comprehensive Model School Project uses the Inside series by Hampton Brown. The series' levels range from A to E, and the students are leveled by their 2013 NYSESLAT or Lab-R scores. The Inside series provides standards-based instruction in reading, writing, listening, and speaking, and it is designed to accelerate the language and literacy growth of ELLs. In order to differentiate instruction for the ELLs, our school has several programs in place that provide supplementary support. Achieve 3000 is a program that assists our students strengthen their literacy skills and allows for differentiated instruction within the classroom. The program uses e-mail, technology, and current events to help students reach and exceed their reading and writing levels. This program addresses the needs of all our ELL'S and is aligned with our school's vision of technology to foster learning. In addition, our school uses Lexia, another program that assists students in the development of their phonemic awareness, decoding skills, fluency, and spelling. We are mainly using this program with the beginning ESL students, SIFE students and ELLs identified as having special needs.

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?

Differentiated instructional methods include the use of small groups and cooperative learning (with occasional one-on-one instruction), both of which seem to enhance inclusion, peer acceptance, access to the general education curriculum, and improved student achievement based on classroom observation data. Additionally, teachers use guided reading and small-group instruction. They adapt instruction for ELL-SWD students. ELL-SWD students requiring accommodations (i.e. additional time for classroom tests/projects, etc) work directly with our IEP coordinator, who has a schedule which has been programmed to allow for flexibility to work with these students when needed. Some of our ELL-SWD students are mainstreamed for certain subjects and some others attend a research writing class with non-disabled peers. We have given the ESL teachers a flexible schedule so she is able to

service all the ELL students and give the instructional time required for ELL-SWDs too. They work closely with other service providers also.

Courses Taught in Languages Other than English 

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

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

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

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

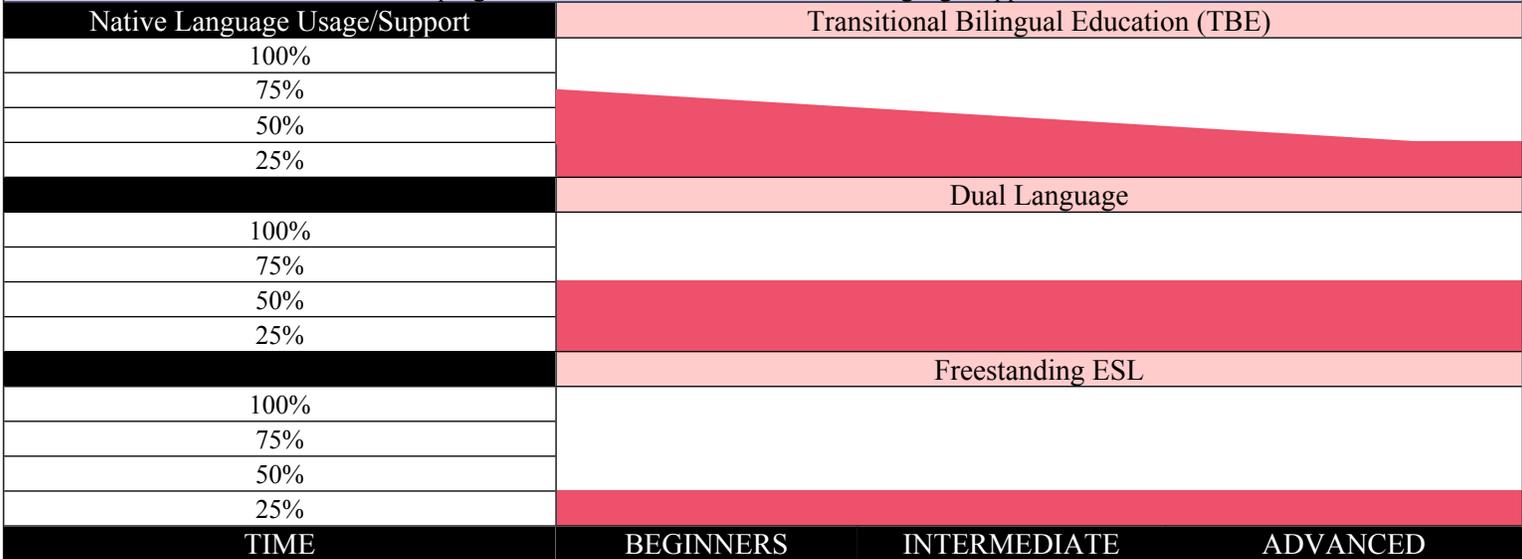
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery.

Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Beginners and Intermediate ESL students takes place between 3:30 P.M. to 4:20 P.M. Monday-Friday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We also offer a Saturday Enrichment Program in which the ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students work through author, genre, and thematic studies. The beginning and intermediate ELL students will focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

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

Our current program has been very effective so far. The NYSESLAT results showed that our students made tremendous progress in all four modalities. Twenty four students (almost 50%) tested out while most of the others moved up a level. Our program is designed to meet the needs of every student. Although most of our ELLs read at different levels, even at the lowest reading level, the material we use to teach our students is high-interest and relevant to middle and high schoolers, and often has a focus on culture, current events, and social issues. With literature selections that focus on multiculturalism and diversity, the ESL teachers help to support ELLs by increasing comprehensible input through a variety of ESL methods and teaching techniques. Even the simplest of picture books may be repositories of rich content, which can lead to discussions relating to the students lives. Lessons on content and vocabulary based on these books can lend themselves to projects that push the learner into greater self-expression, analysis, and application of English within the four ESL modalities.

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

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

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

We don't plan to discontinue any of our programs for ELLs.

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

Our ELLs are afforded equal access to all school programs. Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Beginners and Intermediate ESL students takes place between 3:31 P.M. to 4:31 P.M. Monday-Thursday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We also offer a Saturday Enrichment Program in which the ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students will work through author, genre, and thematic studies. The beginning and intermediate ELL

students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. They also participate in all extra-curricular activities and are members of all school clubs. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.

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

Every ELA, ESL and Social Studies classroom is equipped with a classroom-leveled library. Each classroom has a Smartboard for teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes. CMSP 327 recognizes that ELLs require specialized materials. The ESL teachers use books that are rich in content to promote language and conceptual development, and they are made accessible through the pictures or the print so that students at all levels can benefit. The ESL teachers use large visuals, graphic organizers, and other materials essential to making content comprehensible. The Inside textbook series has an interactive technological component and we also use Achieve 3000, Lexia, and Rosetta Stone to help students in their language development.

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

In our Free-standing ESL program, our ELLs receive native language support through the use of bilingual dictionaries and bilingual content-area glossaries. Our special needs ELLs also receive additional native language support through the inclusion of bilingual paraprofessionals in their classroom.

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

Our required services support and our resources correspond to our English language learners' varying ages, grade levels, and different levels of language proficiencies. Our ESL students are supported through required services in their content area subjects and content area instruction in the classroom by both the ESL teacher and classroom teacher. All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the 9th, and 10th grades are offered to the entire student body including ELLs.

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.

To assist our ELLs in their transition from elementary school to the middle school and from middle school to high school, CMSP 327 organizes a Summer Orientation event in July in which newly enrolled students learn to acclimate themselves to the school community through team-building activities and a tour of the school. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized. In addition, students are assessed, and, using the results of these assessments, students with the lower scores are enrolled in a three-week Extended Summer Program in which they receive intensive instruction in ELA/ESL and Math.

18. What language electives are offered to ELLs?

Currently our school offers Spanish for the 10th grade students only.

19. For schools with dual language programs:

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

Not applicable.

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.

All of our ELL personnel and teachers of ELLs are highly encouraged to attend and participate in numerous professional development seminars intended to provide additional support and knowledge regarding the instruction of our ELL students, and all students throughout the academic school year. At CMSP 327, we hold weekly administration-initiated and/or teacher-initiated professional development workshops for all teachers. In addition, our ESL teachers frequently attend professional development seminars and workshops related to ESL curriculum and instruction throughout the academic year. This year we are focusing on Danielson and SIOP training in many of our professional development seminars. Throughout the 2013 - 2014 school year, our ESL teachers will receive professional development in effective ESL instructional practices in-house and outside the school building courtesy of our CFN. Similar PD opportunities will be accessible to general education teachers as well. Through horizontal and vertical lesson planning collaboration, teachers will have the opportunity to share best common practices-to best serve our ESL populations. The 7.5 hours of professional development offered to all staff includes differentiated instruction, use of technology in the classroom, behavior management, SIOP training, Achieve 3000, utilizing data sources effectively, and effective use of manipulatives in the classroom. Staff development began in September 2013. The topics to be covered are as follows:

- a. ESL Methodologies and how to use them in mainstream classroom
- b. Content Area Instruction and ELLs
- c. LAP policy
- d. ELL promotional criteria
- e. SIOP model
- f. ESL Standards and Language Allocation Policy
- g. ELL students and testing accommodations
- h. ESL teaching strategies for classroom teacher
- i. Translation and Interpretation Services for parents of ELL students

The topics chosen will help classroom teachers address the needs of ELL students in their classrooms. A sign-in sheet will be made available at each training to record the attendance and will store these records. In addition, the ESL teachers will continue to attend professional developments offered by BETAC or the Office of Language Learners as well as monthly ELL Liaison meetings, which are facilitated by our CFN. The school administrators fully support all the ELL teachers and all personnel that work with ELLs. They have made success for ELLs a central issue in school, and they have made sure that the ESL program is well understood by all the staff.

They make sure ELLs have access to the full resources of the school. To accomplish this our school has created a cross-disciplinary schoolwide team that includes the ELL teachers, content-area teachers who teach English language learners, the guidance counselor who specializes in the needs of ELLs, key school administrators, parent coordinator, and other staff. Such team has a common planning period and meets regularly to align curriculum; plan integrated, cross-content projects; address student concerns; and monitor student progress. School support staff (the librarian, social worker, technology leader, and so on) attend some meetings to ensure that ELLs have access to an array of learning resources and services.

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?

At CMSP 327, we realize the importance of a strong home and school partnership. We work diligently to ensure that parents are involved in our school. Parents are apart of our School Leadership Team. Our Parent Coordinator and Parent's Association President collaborate to increase parent involvement. Parents participate in different activities organized by the school or the Parent Association such as meetings, parent-teacher conferences, workshops, school functions, homework assistance/tutoring, home educational enrichment, decision making, and other aspects of our school governance. Some of them volunteer to chaperone on trips, field days, school dances, and other festivities. Parents of ELLs are oriented to the programs we offer as well as programs offered by the NYCDOE. They are informed of the ELL policies as well as assessments, state standards, and school expectations and policies. We communicate regularly with parents through our monthly school calendar and PA meetings. The concerns of all parents are openly discussed during monthly School Leadership Team meetings as well. Workshops are also conducted for the parents of ELLs to address their concerns. Bilingual staff is always in attendance to provide translation. Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal's communications regarding rules, regulations as well as school information is done via translated memorandum. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish speaking families. We also access the translation unit's services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students. ELL parents receive phone calls and letters from the ESL teacher that inform them about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. An Achieve3000 training will be held this year for all participating student families if there is any parental interest. This will expose them to basic computer skills and how to access Achieve 3000 from a home computer. We evaluate needs of parents through surveys and questionnaires in both English and Spanish. We make sure that the activities are based on parental interest gathered from surveys and questionnaires in both English and Spanish. This year in order to enhance student literacy development we will provide a series of literacy workshops that actively engage parents in working directly with their children on literacy activities, teaching parents reading and writing strategies so that they could support homework assignment/projects at home. Another workshop we will provide to the parents is teaching them how to use New York City as a resource. Within this workshop we will provide trips to expose parents to the rich resources available to them as being residents of New York City, e.g., museums, public library, Broadway theaters etc. By attending these workshops parents will be able to become more involved in helping their children improve their school work.

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: CMSP 327

School DBN: 09X327

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Manuel Ramirez	Principal		11/10/13
Randy Rubel	Assistant Principal		11/10/13
Mercedelli Graciano	Parent Coordinator		11/10/13
Anita Bushi	ESL Teacher		11/10/13
Milly Veras	Parent		11/10/13
Stephanie Marrone	Teacher/Subject Area		11/10/13
Erica Carino	Teacher/Subject Area		11/10/13
Roubi Eliopolous	Coach		11/10/13
Emily Little	Coach		11/10/13
Nancy Pichardo	Guidance Counselor		11/10/13
	Network Leader		11/10/13
Sheila Corporan	Other <u>Speech teacher</u>		11/10/13
	Other		11/10/13
	Other		11/10/13
	Other		11/10/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X327 School Name: CMSP 327

Cluster: 1 Network: Teaching Matters

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.

The data and methodologies used to assess our school's written translation and oral presentation needs consist of the following:

At registration we look at the language spoken by each parent when they complete various required forms:

- Parent Language Surveys which asks parents in what language do they prefer written and oral correspondence.
- Student Registration Form through informal interviews help us determine the language needs of our parents.
- The Language Allocation Policy (LAP) which contains information about ELLs by grade in each language group.
- The report of the place of birth (RPOB).
- 327 Orientations where parents and students surveys are administered.
- Emergency contact cards parents write their language preference on it.

Based on this data, we then conclude what languages our parents speak. A majority of our staff members are bilingual (Spanish, French, Arabic) and provide assistance when needed to ensure that all of our parents are provided with appropriate and timely information in a language they can understand.

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

Based on our school's data findings, the majority of our student population comes from Latin countries, therefore their home language is Spanish. The majority of our parents primarily only speak Spanish and require written translation and oral interpretation services. In addition, we also have several families that come from Africa and the Middle East speaking French and Arabic, written translation and oral interpretation is also provided for those parents. These findings have been reported to our school community during the staff meetings, 327 Orientation meetings, and PTA meetings. We have also reported these findings via e-mails and letters home. Teachers are informed of the home

language of their students and are provided translators as needed. We provide translators in Spanish and other languages at parent - teacher conferences.

Part B: Strategies and Activities

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

Our school consists of several bilingual staff members. Given that a majority of our parents speak Spanish, the written translation services will be provided by school staff. We have provided all parents with a translated Bill of Parents Rights and Responsibilities at their first 327 Orientation meeting. Our school ensures that all translated forms and documents are prepared at the beginning of the school year. Our parents receive monthly updates via e-mail, parent news letters, automated calls and flyers that will be mailed home and backpacked with students.

Other written translation services that our school provides consist of the following:

- ELL Parent Orientation and Regional Conferences.
- Workshop information.
- All forms including: lunch forms, emergency cards, health documents, etc...
- Title III and after school applications.
- Promotion in Doubt Letters.
- Promotional Criteria.
- Summer School Forms.
- After Schools and Saturday Programs.
- Testing information.
- Safety, disciplinary and legal matters.
- High School Information.
- All documents distributed to parents and students will be in English and the primary home language.

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

Oral interpretation services for Spanish speaking parents will be provided by our school staff. The parent coordinator, guidance counselor, and several other staff members will provide these services in Spanish. They will provide oral translation by making phone calls home as well as during parent-teacher conferences and all other meetings. They will also assist parents in filling out application forms, surveys, emergency cards etc. For the parents who speak French or Arabic, we will be using the assistance of the NYCDOE Translation & Interpretation Unit during all meetings, we will ensure all parents have access to information in their primary language.

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

As per Chancellor's Regulations A-663, our school will provide each parent whose primary language is a covered language and who requires language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We will send home ongoing information regarding their child's education through translated letters or via e-mail. We will also provide oral interpretation at group and one-on-one meetings upon request when such services are necessary for parents to communicate with teachers, guidance counselors, school nurse and/or other school staff regarding critical information about their child's education. We will use our bilingual staff to provide such services in Spanish, French and Arabic. Finally, we will also use the NYCDOE Translation & Interpretation Unit for assistance with other languages.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

Rationale:

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

Subgroup:

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

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

Duration: 15-20 weeks

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

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

Part C: Professional Development

Part C: Professional Development

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

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

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

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

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

-Best Instructional Practices for ELLS

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

- Language Development and Acquisition and the role of Vocabulary

-Adjusting to a new culture (video)

-Language transfer: problems & issues

-Newly arrived LEP students and SIFE students

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

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

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

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

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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