



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL
DBN (i.e. 01M001): 11X462
Principal: JAMAAL A. BOWMAN
Principal Email: JBOWMAN@SCHOOLS.NYC.GOV
Superintendent: ELIZABETH WHITE
Network Leader: RUDY RUPNARAIN

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
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

All students will participate in a community service project by June 1, 2014

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.

First, as a college prep school, community service is a great addition to resumes and college essays during the college application process. Second, as a school of social action, it is important for us to instill the spirit into the service of our students as a graduation requirement. Finally, the mayor and chancellor's office require students to complete a community service project before graduation from high 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.

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

1. We have partnered with the Franklin Covey Institute to implement the & Habits of Highly Effective Teens program as part of our advisory course.

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

1. Teachers trained in the 7 Habits of Highly Effective People during the summer by the Franklin Covey Institute.

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

1. Students will develop checklist related to interest based community service project. We will track the number of students completing projects throughout the year.

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

1. We will begin implementing our program December 1, 2013- and the program will be completed May 1, 2014.

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

1. \$10,000 investment yearly for the next 3 years in the Franklin covey Institute. 7 Habits curriculum. Professional development for full staff as well as lighthouse team.

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).

Via the parents teachers association, and the school leadership team, parents will be involved in strategizing around community service initiatives, and will volunteer time regarding any trips or telephone calls that need to be made.

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.

By June 1, 2014, 100% of our students will make at least one year's progress on their ELA levels using the Performance Series Assessment.

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.

On the 2013 state assessment, only 9% or our students were proficient in ELA respectively, we are trying to increase these numbers so we are using performance series to track student progress. Also, improving ELA skills is critical to math achievement as well as much of the math assessments are literacy based.

Instructional Strategies/Activities

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

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

1. Performance Series Assessments. TenMarks, Wowzers, Achieve3000 online programs for student instruction. Expeditionary Learning and CMP3 math program. Danielson framework for instruction.

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

1. All staff especially math and ela teachers, and Mr. Vonte Murray and Kevin Smith technology coordinators.

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

1. Performance Series assessments in September, December, February, and May to assess progress. Targets vary based on baseline data.

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

1. Performance Series assessments in September, December, February, and May to assess progress.

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

1. AIS services for small group pull out and push in.

Strategies to Increase Parental Involvement

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

School purchased Engrade program so that parents and students can log into their accounts and track academic progress throughout the year. This form of communication helps keep everyone on the same page regarding student progress.

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.

By June 2014, students will complete a leadership performance task related to our 7 Habits of Highly Effective Teens curriculum.

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.

During the 2012-2013 school year, we saw an increase in suspensions, teacher removals, and guidance referrals from the previous year. The school leadership team and I decided to be proactive in the area of character development so we partnered with the Franklin Covey Institute to implement the 7 Habits of Highly Effective Teens curriculum.

Instructional Strategies/Activities

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

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

1. Leadership classes are scheduled twice a week for all students. Students create art projects and songs related to the 7 habits and learn the entire curriculum.

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

1. 7 Habits trained staff teaching leadership course.7 habits book and workbook. The leader in me and 7 habits teen journal.

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

1. Use of the Ooors system to monitor the number of principals and superintendents suspensions, classroom removals, and guidance referrals. Our goal is to have less than ten suspensions by June 1, 2014.

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

1. Start Date Sept 9 end Date June 30th.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. The leader in me website. Summer professional development for selected staff. 7 habits curriculum.

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).
 Parents will be engaged through workshops and meetings with Principal, Parent Coordinator and Parent Teacher Association to better understand 7 Habits Curriculum.

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 #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.

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.

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**
- 1.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- 1.
- D. Timeline for implementation and completion including start and end dates**
- 1.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- 1.

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).

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.

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.

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	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.

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	Readworks.org, Newsela.com, Achieve3000	Small group, one on one, tutoring	During the school day and after school
Mathematics	Wowzers, TenMarks	Small group, whole class, tutoring	During the day, after school
Science	Newsela, Discovery ed	Small group	Morning small group
Social Studies	Newsela	Small group	Morning small group
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	7 Habits	At-risk counseling	During the day

**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.
High quality professional 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).
Student and teacher surveys, benchmark assessment scores

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
N/A

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.).
N/A

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.
We have fluid open lines of communication. Via email, text, twitter, and Facebook. Some PD is self selected, others are aligned to our survey needs.

TA Schools Only

Use of Program Resources

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

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).
N/A

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 CASA Middle School. Therefore, CASA Middle 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 CASA Middle School and the families. CASA Middle 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 CASA Middle School community. CASA Middle 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 CASA Middle School community;

CASA Middle 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. CASA Middle 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 CASA Middle 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, CASA Middle 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 CASA Middle School and will work to ensure that CASA Middle 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;

CASA Middle 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;

THE 1% PARENT INVOLVEMENT SET ASIDE WILL BE ALLOCATED AS PER OUR TITLE 1 PARENT COMMITTEE. NO DECISIONS REGARDING THE 1% HAVE BEEN MADE AT THIS TIME.

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

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

Part I: School ELL Profile

A. School Information

District 11	Borough Bronx	School Number 462
School Name Cornerstone Middle School Academy		

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 Jamaal Bowman	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher Marilyn Fusaro	Guidance Counselor Lisa Silverman
Teacher/Subject Area Fatima Zohny	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tara Rosario-Webb
Related Service Provider	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.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	264	Total number of ELLs	13	ELLs as share of total student population (%)	4.92%
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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							6	5	1					12
Push-In									1					1
Total	0	0	0	0	0	0	6	5	2	0	0	0	0	13

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	13	Newcomers (ELLs receiving service 0-3 years)	10	ELL Students with Disabilities	1
SIFE	1	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	2	0	3	0	1	0	0	0	13
Total	10	2	0	3	0	1	0	0	0	13

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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

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							3	2	1					6
Chinese														0
Russian														0
Bengali														0
Urdu								1						1
Arabic							1	2	1					4
Haitian														0
French							1							1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1							1
TOTAL	0	0	0	0	0	0	6	5	2	0	0	0	0	13

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)							2	4	1					7

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)							1	1						2
Advanced (A)							3		1					4
Total	0	0	0	0	0	0	6	5	2	0	0	0	0	13

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	5								5
7	1								1
8	3		1						4
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	2	0	2	0	0	0	0	0	4
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				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
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.

A1. At CASA Middle School we use the Fountas and Pinnell Benchmark Assessment kit to assess the reading skills of all our students across the grades and the ELL Periodic Assessment. As part of the ESL program, we administer test twice a year: in the beginning of the school year (baseline) and mid year. We administer the assessment so that we can create individual learning plans for ELL's grades 6-8. The students are assessed in four modalities and the plan indicates how the student performed in each modality and how to support the student. The plan is used to support each student across each content area in the four modalities. Based on the results of these assessments we identify the needs of each student, which enables us to provide focused targeted instruction to support them in foundational skills to develop phonemic awareness and fundamental literacy skills for beginners. Intermediate and advanced learners are supported via intervention strategies in all content areas and mini lessons using ESL methodologies and strategies, such as graphic organizers and the use technology. The data at CASA 462 reveals that ELL students performance in reading and writing score lower than in listening and speaking.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
 2. According to the data patterns across proficiency levels and grades, ELL's are continuously score higher in the listening and speaking sections. While most of our ELLs have demonstrated progress in reading and writing scores, they continue to struggle in these areas. It was found in the LAB-R that the newly enrolled students are entering the educational system with no prior knowledge of the English language orally or written form. However, the students that took the LAB in Spanish dominated their language orally but limited in written form. The RMNR analysis report is not available for the Spring 2013 NYSESLAT exam.
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 [AMAOS tool](#))

All instructional decisions are based on the needs of our students. Our school is currently using the Fountas and Pinnell, ELL Periodic, and NYSESLAT scores to make instructional decisions. The ESL teacher and classroom teacher work collaboratively during a common planning time to provide. Instructional and provide the necessary scaffolds and strategies needed to support the instructional needs of ELL's. The data at CASA 462 reveals that intermediate and advanced students require most help in reading and writing. To assist in meeting AYP, students are placed in small group instruction during literacy and other content areas. Beginners are provided with translators and "buddies" who speak the same language to assist in translation. Teachers work closely with the ELL teacher to provide differentiated instruction and scaffold. Due to the RNMR report not being available, AMAOS can not be created and current patterns can not be assessed.

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. The patterns across proficiency levels indicate that our 6-8 students move up a proficiency level and some of our long-term ELL's remained in the same level. Our ELL's received similar scores on the ELA and Math exams compared to non-ELL's.

4 b&c. Teachers and administrators use the results of the ELA and Math assessments(including NY State Assessments, Periodic Assessments, and Unit tests) to identify areas to reteach and to create fluid groups within the class for small group guided reading and math instruction. Consistently analyzing data is a focus and a trend at CASA 462x. These assessments provide teachers and administrators the progress the ELL students make throughout the year. It addresses the needs of the students and informs us as to whom is progressing and what needs to be retaught or needs clearer modification.

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.](#))

At Casa Middle School we use data to guide instruction for ELL's within the RtI framework by using the data collected from various assessments and collaboratively working together (teachers, administrators, and service providers) to create an instructional plan for the linguistically diverse student. Within in the classroom, students are provided with scaffolding and ESL methodologies to access curriculum and also placed in targeted small groups based on their needs. All ELL students also use Rosetta Stone, a computer based program to support their language development. When students are specifically identified as struggling, additional supports are put in place such as: Extended Day RtI groups and targeted small group instruction outside of the classroom, for example,

Foundations groups and Wilson groups. When students continue to demonstrate a struggle, then they are presented to the team to devise a plan for improvement. If a student demonstrates persistent difficulties and challenges despite additional, high-quality interventions and supports over a period of time, the student is presented to the Pupil Personnel Team for further targeted support and or special education evaluation services.

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

At CASA Middle School we use effective instructional strategies for English Language Learners and consider second language acquisition as we develop and deliver our academic instruction. Our instructional strategies include: scaffolding and ESL methodologies to help our ELL's access the curriculum. The Spanish LAB is administered to Spanish speaking ELLs who score below the cut score on the LABR upon being admitted into the NYC school system. Additionally we provide, glossaries, bilingual dictionaries, program consumables in native language (when available), literature in L1, and use of technology for various reasons.

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?

We currently do not have a dual language program.

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

The success of the ESL Program for the ELLs is based on the results of the scoring 43 gain on the NYSESLAT. Success in the NYSESLAT is measured by the students moving one proficiency level on the NYSESLAT exam. When ELLs have transitioned from having basic interpersonal communication skills to having acquired cognitive language proficiency, then there's favorable outcome, and truly ELLs have made a mark. Additional evidence of success for ELLs may also be measured formal and informal assessments such as: performance-based tasks, teacher created assessment, program assessments, student observation, and entry/ exit tickets, and conferencing notes. ELL's increasing within a proficiency level or progressing from one level to another is also a clear indicator that our program is successfully supporting their instructional needs. Data reveals that one student tested out, two moved a level, and the rest gained within the level, with the exception of one SWD, who had minimal gain.

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](#).)

When an ELL student is admitted to CASA Middle School 462x, the ESL Coordinator/Teacher reviews the Home Language Information Survey to determine eligibility, as per new regulations. An informal oral interview is given to the student in English given by the ESL Coordinator, and if needed, in the students' native language (Spanish). In the event that the family needs a specific language translator, a translator is contacted, and if one is available, they will help with the HLS. Those students whose home language is other than English are given a formal assessment within 10 days of enrollment with either the LAB-R, Spanish LAB, or both by an ESL Coordinator. The HLS is always completed with assistance of a pedagogue. Based upon the results of these tests, entitlement is determined and families are contacted via letter and or phone call. All identified ELLs from grades 6-8 are evaluated by an ESL teacher using the NYSESLAT in all four areas: speaking, listening, reading, and writing during the month of May.

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.

CASA Middle School 462 x promotes parental involvement encouraging parents to become active participants in their child's education. All parents of newly enrolled and former ELLs are invited to attend a parental workshop, given in the Fall and Spring or as the need arises. The workshop is presented by the ESL and Parent Coordinator within school 10 days of entering the

NYC school system, in which they view the video in English and then the parent's native language, explaining the programs available to them through the Department of Education. Parents are given the opportunity to learn the procedures used in the identification and placement of new ELL students in NYC public schools. The parents are notified of these meetings during registration and a letter is sent by backpack in several languages, to notify them.

During the meeting, pamphlets in the parents' native languages are distributed to further clarify the three programs that are available at CASA Middle School 462x and the DOE. Parents or guardians are also given several compliance letters in their native language, identifying their child as an ELL student and indicating the language proficiency level for the student. Following a thorough explanation of the programs, Transitional Bilingual, Dual Language, and Freestanding ESL by the ESL coordinator, parents sign the appropriate entitlement letter (Appendix D) from the LAP kit, indicating their program choice and placement is made for their child within 10 days.

The families of those students who are not able to attend the first session are contacted by the ESL Coordinator/Teacher and are provided individualized support with the completion of the Parent Survey and Program Selection form and/or an opportunity to view the video by appointment, within the first month of arrival. A second session is available if and when the need arises. Parents who select a program other than the program that is offered at our school, are given the option of: the ESL Coordinator/Teacher or the Parent Coordinator reaching out to schools that have the program they have selected and finding placement for their child, or being placed on a list for a Transitional Bilingual or Dual Language classroom and once there are enough students to create the class in the school, placing their child in that class. As an overflow school, we accept new students throughout the year. Over the course of the year the ESL Coordinator/Teacher and the Parent Coordinator work together to ensure that parents are kept informed and provided with the information necessary to complete the Parent Survey and Program Selection form regardless of when in the calendar year their child is admitted to our school. The parents are given opportunities to come in and discuss their options and view the video by appointment. A Parent Orientation Session is also offered when there is more than one parent that can attend on a specific date. Parents are continuously updated of programs availability for TBE/DL programs.

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 ELL Coordinator files the Program Selection form and parent survey that was completed during the ELL parent orientation. The ESL Coordinator/Teacher keeps an updated list making periodic adjustments to ensure that all identified ELL students have a signed entitlement letter (Appendix D) and the placement letters are kept on file in a binder. These files are kept in the ESL Coordinators office. The ESL Coordinator updates these lists by making periodic changes of all new admits, making sure the program selection forms and letters are signed during orientation. At CASA Middle School, 100% of the entitlement letters are signed and dated.

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.

In cases where Spanish is the dominant language, parents are given the option of placing their child in a Transitional Bilingual Spanish class within the district and made aware of all three programs the DOE offers. However, if a parent selects TBS, we keep a waiting list if more than 15 students in one grade or two consecutive grades who chose bilingual as a choice and that speak the same language. CASA Middle School is prepared to open up a Transitional Bilingual program for those grades. At CASA Middle School, Freestanding ESL classes are offered from 6-8. Students are placed in grade appropriate classrooms and receive instruction in English. English language supports are provided both by the ESL teacher and classroom teacher through push-in or push-out model.

Letters are sent to families informing them of program placement, continued entitlement, or non entitlement. Letters are translated into the available languages offered by the department of education and sent home. If the family speaks a language that is not offered, the letters are sent home in english. Translation services are used when ever possible to accommodate families. The ESL Teacher maintains a spreadsheet documenting all of the letters sent pertaining to the ELL identification process in the Home Language Identification Survey Binder, which includes Entitlement letter, Continued Entitlement Letters, Home Language Surveys, Parent Survey and Program Selection Form and Non Entitlement Letter. Copies of all of the letters and the survey are kept in the binder and a copy is placed in the student's cumulative record. Updating the ELPC screen in ATS within 20 days are completed.

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 ESL Coordinator/Teacher prints out all eligibility for the LAB-R and NYSESLAT using reports from ATS each Monday identifying new admits eligible for the LAB testing. The ESL Coordinator/Teacher tests the student within the 10 school day

period frame, hand scores it, and keeps a record of each student. For the NYSESLAT, the teacher prints out the RLAT and RNMR reports to identify students who are taking the assessment. The teacher then creates a schedule to administer each modality (Listening, Speaking, Reading, and Writing) within the testing time frame and in accordance with the state testing schedule, making ample time for make-ups for each section of the test. All students are accounted for and tested within grade bands. Students with an Individual Educational Plan (IEP) are provided with the appropriate testing accommodation. A checklist is created to monitor that all ELLs were tested on each modality. Those students who were absent during the initial testing dates are scheduled to make up the exam. The NYSESLAT written portion of the tests are scored using a team of eligible teachers within the school. All scores are transferred onto the appropriate grid and packaged scanning.

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. [i](#)

It has been a trend at CASA Middle School 462 that parents have chosen the Freestanding ESL Program as their option. Of the 13 students identified as ELLs, all parents chose the ESL program opposed to the Bilingual and Dual language programs. The majority of our students have been placed in ESL from the previous years and still are eligible for services to remain in the program.

Our ESL freestanding program is fully aligned with parental requests.

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])?
 - 1a & b. The ELL program at CASA Middle School 462x uses the push-in/push-out model and students are placed in groups according to their proficiency level. A certified ESL teacher provides students with the appropriate mandated hours of instruction. Students at the beginning and intermediate level of language proficiency receive the mandated 360 minutes per week and the students in the advanced level receives 180 minutes of ESL instruction.
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)?

The ESL Teacher instructs using the Free Standing model push-in and pull-out and provides two units of ESL (360 minutes) and five periods of ESL instruction per week to Beginner and intermediate ELLs, by a certified ESL teacher. Students in the advanced level receive one unit (180 minutes) and five periods of ESL instruction as part of the CR Part 154.
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 CASA 462, content areas are delivered in English with classroom and enrichment teachers using ESL methodologies throughout the day. The ESL program at CASA Middle School 462 increases the students' language acquisition in a non-threatening environment through listening, speaking, reading, and writing activities. Some instructional strategies that the ESL teacher employs are the SIOP, Language Experience Approach, CALLA, TPR (Total Physical Response), Peer Tutoring, Cooperative Learning. In the classroom adaptation to ELLs have been added to our curriculum to support students learning. Instruction is differentiated, scaffolded, along with Higher Order Thinking Skills (HOTS) which are incorporated across the content areas to make it accessible and comprehensible for all students when applying rigor for the ELLs. Our school curriculum is based on the Balanced Literacy approach (Expeditionary Learning) implemented in the classroom and a literacy block of time is used to deliver instruction via the Readers and Writers Workshop model. The materials used in the ESL program are Achieve 3000, Keystone, Keys to Learning, Rosetta Stone, Finish Line in ELA and Math, Bilingual dictionaries, thesauruses and glossaries for Math and Science. ELLs also use Smartboard interactive whiteboard activities ranging from educational games to formal assessments. Supplemental resources teachers use are websites, such as, spellingcity, wowzwers, readworks, newsela.com, ten mark, google translate (native language support) and various ELL sites to provide additional support in deeper understanding of academic vocabulary and non-fiction text. Additionally, we have a music program as well as physical education for all learners. After-school, we have over three extra-curricular clubs that allow ELLs to participate with their native English speaking peers, while developing academic vocabulary that connects to content areas as well as basic vocabulary skills for social use.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

ELLs are evaluated in their native language when possible. Our ELLs are able to take the Spanish LAB and to take the state mathematics exam in Spanish. Translators are available to support our students during the state math and science exam. Spanish speaking students have access to literature books, math materials, bilingual dictionaries, and content area vocabulary glossaries, when being assessed on local and state levels. ELLs who speak languages other than Spanish have access to bilingual dictionaries, and content area vocabulary glossaries as well. We provide our students with translators when necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

At CASA 462 ELLs are evaluated in all four modalities (speaking, listening, reading, and writing) of English acquisition throughout the school year by being evaluated on peer editing, demonstration, debates, modeling, following instructions, and writing reports. All students are assessed using LAB-R, unit tests, exit tickets, Fountas and Pinnell, running records, NYSESLAT, and ELL Periodic Assessment. Teachers target students specific instructional needs using the four modalities and are used to drive instruction.
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).

At CASA 462, we differentiate instruction for ELL subgroups. We strive to ensure that each child's individual needs are met.

a. Currently we have two SIFE students that entered our school and we provide them with in classroom support from the ESL teacher and AIS.

b. Currently we follow the push-in/ pull-out model, therefore our ESL teacher provides our newcomers students with in classroom supports. Lessons are made comprehensible with the infusion of realia, visuals, picture dictionaries, content glossaries, scaffolding strategies, computers, small group instruction, and individualized support. Since all teachers meet collaboratively for curriculum planning on the grade level teams and work together to analyze collected data, student needs are addressed and revised on an ongoing basis. For our students who are recent arrivals our ESL teacher provides them with additional supports in small groups outside of the classroom using the Keys to Learning for Newcomers program and Wilson Foundations.

c. ELLs receiving service for 4-6 years receive in classroom supports from the ESL teacher similar to that of the newcomers. In addition to the in classroom supports, ELL students also receive additional English Language Arts support in the form of Academic Intervention Services (AIS-pull-out program) which is a literacy intervention program . ELL students are provided with small group instruction that consist of guided reading/ strategy groups, word study, and writing in literacy and scaffolded math support that incorporate supplemental math materials.

d. Presently, we do not have any long term ELLs, but in the event that we do have them in our school we will provide them with classroom support and AIS. After assessing the student, should he/she require additional supports we will plan accordingly.

e. The plans for ELLs after testing proficient, is to provide them with small group instruction, continued ESL methodologies, and AIS support across content areas. Additionally, they are provided with test modifications for the remaining two years.

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 classroom teacher, the special education teachers, and the ESL teacher work together to ensure that the educational needs of these students are addressed both in terms of their goals in their IEPs and goals set and based on LAB-R and/or NYSESLAT results. ELL adaptations have been added to the curriculum to enhance the instruction for ELLs. Instruction is scaffold and differentiated with the support of the ESL teacher (ESL-push-in program). Teachers model strategies and skills for reading and writing through mini lessons, using strategies such as: think-alouds, KWL charts, graphic organizers, think-pair-share to build schema, and accountable talk prompts. Vocabulary is introduced and supported through pictures and realia when texts are previewed. Wilson Foundations is also used to provide students with explicit targeted phonics instruction. Students also participate in a targeted extended day program which provides them with additional supports to improve their linguistic and academic abilities.

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?

At CASA 462, we use curriculum, instruction, and scheduling to meet the diverse needs of the ELL-SWD by providing small group instruction, differentiation, and the use of ESL strategies to enhance their learning. We use the push-in /pull-out model to service the ELLs during SETTTS and ESL services .Flexible programming is used to maximize time spent with non-disabled peers as needed. As an ELL-SWD, the ability to communicate with peers and teacher is essential, as well as, providing instruction to achieve sufficient level of academic proficiency to function with assistance in listening, speaking, reading, and writing. The teachers collaborate to address the students academic needs. All students with disabilities receive the mandated ESL minutes of instruction, as per CR-Part 154, provided by the ESL certified teacher.

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
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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

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
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.

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
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.

Setting clear goals for ELLs is vital to their academic success and achievement. ELL students are held to the same high standards and expectations promoted and aligned within the Common Core Learning Standards. Developing and assessing their needs while maintaining high performance standards and expectations is the core of the Principles of Learning, essential to the development and academic achievement of ELLs. Instructional materials have been aligned with the Principles of Learning, guided and organized by the New York City Department of Education, which ensures a learning environment of differentiated instruction. Interventions implemented in ELA during the mandated school day are, small group, differentiated and explicit instruction. The use of organizers, sentence frames, vocabulary boxes, and educational websites such as Teen Biz and Discovery Education(personal accounts) are used to support the learning. In Math, math organizers, mats, and manipulatives are used during instruction. The students have access to their own personal Ten Marks account, a math practice, instruction, assessment, and intervention tool used across the grades and additional use of other academic web sites are used to drive instruction aligned with Common Core Math. Academic Intervention Services (AIS) provide additional remediation and support for ELLs to attain a higher level of academic achievement and success. This year we have one AIS provider who supports student learning. ELLs who are identified as needing additional help in literacy, and mathematics are provided with AIS support along with the ESL teacher. All ELL students in grades 6-8 are invited to attend our after school program whose focus is academic intervention in literacy and mathematics. Students in grades 6-8 participate in Community Circle Assembly every Friday, hosted by the principal and their peers to actively encourage academic support. ELLs also participate in the Seven Habits of Highly Effective Teens Program which promotes to create more independent and effective habits in academic and life long learning.

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

As mentioned before, the ELLs have made linguistic progress from 6-8th grade. Out of 13 students who took the NYSESLAT during the 2012-2013 school year, one tested out and met proficiency level, two made growth within the advanced level, one increased a level from intermediate to advanced, one had minimal drop in score and the rest were new beginners as of the new year. In accordance to this data, progress is demonstrated and ESL instruction is meeting the needs of our ELL population.:

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

For the upcoming school year, CASA 462 plans to incorporate a computer based program, Achieve 3000/KIDBIZ to provide additional academic support. The program offers extra reading and writing strategies for ELLs, via scaffolding, modified lessons and scoring, and Spanish as an option. This program is specifically for those students whose lexile level is above 200. We also purchased the Foundations/Wilson Program for ELLs to provide multi-sensory language development for ELLs in all language levels.

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

Fiscal budget works against the favor of ELLs. CASA 462 is not a Title III and is not receiving any allocated amount for supplementary programs.

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

ELLs are afforded equal access to all school programs, curricular and extracurricular. ELLs are invited to participate in the 37 1/2 Extended Time 2)Special Education Teacher Support Services (SETTS), if they are in General Education Program but is identified as having educational needs directly related to a disability. 3) Additional support from Guidance Counselor and Social Worker 4) All school activities, such as, student government, field trips, book club, arts, music, Hip Hop,yoga and holiday presentations. Letters are sent home to parents informing them of these activities to encourage their child to take part in. Letters are translated in the students' native language when possible.e to question here:

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

Instructional materials used at CASA 462 are computers, Smartboards, laptops, textbooks, workbooks, dictionaries in students native language, thesaurus, novels (when possible in native language). Leveled libraries are used to support instruction and allow for differentiated learning for the ELLs.

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

Native language support is delivered in the ESL Free Standing program by providing use of dictionaries in their native

language, novels, and when possible, oral translation by either “buddy” student or teacher.

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

At CASA 462, all required support services, materials, and resources corresponds to the ELLs ages and grade levels. In each classroom they are leveled books to meet the needs of the students (Beginner-Proficient). We also provide students, especially new admits, with a desk top dictionary in their native language for clarification during lessons. We also use the CASA Elementary School library for additional use of resources.

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.

Before the beginning of the school year, newly enrolled ELLs are invited to attend summer school, if space is permitted.

18. What language electives are offered to ELLs?

At CASA462x, no language electives are offered, however, they are learning English via use of Rosetta Stone language learning program during computer lab.

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)?

We currently do not have a Dual Language Program at CASA 462.

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.

Every effort is made by administration to send the ESL teacher to as many applicable professional development sessions as possible. She attends several professional development sessions offered by the Children First Network the Office of the English Language Learners (OELL), and the Bilingual Education Technical Assistance Centers (BETAC) to keep her abreast of the recent approaches, innovations in ESL instruction, new state standards, and hone her teaching skills. Of late, she received SIOP training in collaboration with Fordham University and attended the Annual ELL Conference at the LaGuardia Sheraton. Strategies learned are passed on to classroom teachers who work with ELLs as needed during curriculum planning time, grade level or Inquiry Team meeting to specifically align with Common Core Standards. An ESL specialist from the Children First Network is available to meet with the ESL teacher both in person, via email, and phone to discuss any concerns the ESL teacher may have.

Classroom teachers are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designated workshop days and attending courses or seminars to complete the required 7.5 hours of ESL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.

Schedule of upcoming professional development days to be conducted by the Office of English Language Learners, Children First Network, or Bilingual Education Technical Assistance Center (BETAC) will be posted in a conspicuous place or attached to principal's memo, and be made available to all personnel. Calendar of PD dates for 2014:

September- ELL Intake Process for Office Staff and Parent Coordinator

September-ELL Parent Orientation- parent Coordinator

October- Who are your ELL's- Cultural Sensitivity

November_ Supporting ELL's in ELA and Math

December-Supporting ELL's in other content areas

January- Helpful Websites for ELL's

February- Differentiated Instruction for ELL's

March- Webinars for ELL's

At CASA 462, we provide our staff opportunities to attend different workshops and professional development sessions across the grade, which eventually can make the transition for our ELL population a smooth one. Our ELL teacher provides support in the High School selection process by explaining the importance to assist to these High School Fairs, translating any information required and assisting students to mapping out commute to new school. Our guidance counselor is also actively involved in the selection process by assisting ELL students select schools that have specific supports for their academic achievement and provides additional literature to inform them of NYC schools. Literature in their own language is provided when possible and translation and interpretation is provided in their native language when required.

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?

Parental involvement is very crucial. Parental involvement includes a wide range, but generally refers to parents' and family members' use and investment in their children's schooling. These investments can take place in or outside of school, with the intention of improving the ELLs' learning.

Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Spanish books are available in the ESL classroom library and students and parents are welcome to borrow.

Involvement at school include parents volunteering in the classroom, attending workshops, or attending school plays and sporting events. At the ESL Orientation in the beginning of the school year, where parents watch the video that provides information on the ELL programs, parents are also explained by the school Parent Coordinator, who is in attendance, the different services and support that are available at CASA 462. The Parent Coordinator encourages them for their participation in the following:

- * Parent Association's General Meetings
- * School Leadership Committee
- * I.E.P. Conferences
- * Parent-Teacher Conferences
- * Parents' Meetings and Workshops(conducted by the parent coordinator or Literacy coach
- * ESL Parent Orientation
- * Field Day
- * Fundraising
- * Community Circle

Wherever and whenever ELL parents are involved, the school makes sure that translation and interpretation services are available. Letters of invitation to parents are either informally translated by a school personnel who speaks the language of choice by the parents, or officially done in writing by an outside translator/vendor. A designated interpreter from among the staff or a parent volunteer is present at any of the meetings to assist parents with language difficulty.

At Casa 462 has secured partnership that provides workshops to the school community, including services to ELL parents. These are:

- * Montifiore Hospital
- * UFT Dial-a-Teacher
- *Hip Hop Saves Lives

The needs of the parents are evaluated in various ways:

- * Creating a dialogue between the parent and the ESL teacher to get feedback in which areas parents feel their children need help, while at the same time giving insight on how parents can be helped. A few parents have approached the ESL teacher in the past regarding adult programs that offer English language instruction. She gladly assisted them getting registered in those programs at nearby districts.
- * Parents of ELLs are not excluded from Parents Association. They are encouraged to attend and if necessary, a language interpreter is made available to listen to their concerns and issues.
- * Parent-Teacher Conferences are held periodically and parents are allowed to explore the ESL classroom library where they may borrow books.
- * Informational flyers from D.O.E. and our school are distributed addressing how the school can be of assistance in helping the parents. Some are available in different languages to best convey the message to non-English speaking parents.
- * Surveys are conducted with the Parent Association and outreach workshop activity. Also, the Parent Coordinator gets input through Community Partners.

On a school-wide basis, Casa 462 addresses the needs of the parents, including ELLs' parents, the data

received from parents' responses to school's outreach, such as, the Parent Association and Community Partners are reviewed. Then the school offers workshops and resources that help empower them in the area they showed a need in. This is done through various organizations, such as, Father-daughterConnection and workshops facilitated by the Parent Coordinator, just to name a few. Each workshop is chosen not only to give the parent information and resources, but hands-on experience giving them the necessary skills and/or information to help them in the area they need assistance in. Where needed, a language interpreter is made available at these sessions.

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: <u>Cornerstone Middle Academy</u>		School DBN: <u>11x462</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jamaal Bowman	Principal		12/5/13
	Assistant Principal		
Tara Rosario-Webb	Parent Coordinator		12/5/13
Marilyn Fusaro	ESL Teacher		12/5/13
	Parent		
Fatima Zohny	Teacher/Subject Area		12/5/13
	Teacher/Subject Area		
	Coach		
	Coach		
Lisa Silverman	Guidance Counselor		12/5/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 11x462 School Name: C.A.S.A

Cluster: 6 Network: CEI PEA 608

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

Part A: Needs Assessment Findings

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

At network 608, CASA 462, 4.92% of the students are identified as ELLs using the LAB-R and NYSESLAT for identification and placement of the programs. Translation and interpretation needs were assessed through the Home Language Informational Survey that parents completed when registering their child in the school. Important information is regularly translated into the dominant language in our school, which is Spanish. This specific information is documented and maintained in the students emergency card. The Department of Educations Translation and Interpretation services, NYC Over-the-Phone (718) 752-7373, and the NYCDOE website provide services in other languages, as needed. Additionally, in cases where oral translations are required, staff members can be called upon to provide translation services in Spanish and Arabic.

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.

Over five languages spoken at CASA 462, our dominant languages are Spanish, Arabic, and Urdu. Oral translation are made available in Spanish and Arabic through our multi-lingual staff members, which include the ESL Coordinator, Parent Coordinator, Administrator, and teachers on a daily basis. If this is not available at the time, all staff members are trained to use google translate for translation and interpretaion. The Department of Education's Translation and Interpretation Services provide service in other languages, if needed. Our findings indicate that 50% of our ELL student population indicate that Spanish is their home language. The school regularly translates all home letters into Spanish.

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.

At CASA 462x, Spanish is the primary language spoken by parents. Written and oral translation and interpretations are provided to parents by our multi-lingual school personnel. The Parent Coordinator can access the Department of Education's Translation and Interpretation Services to ensure that correspondence is translated into additional languages to accommodate other non-English speaking parents, when needed.

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.

As indicated in Part A, at CASA 462x, non-English speaking parents are provided oral interpretation services through translations by our multi-lingual staff members. This provides non-English speaking parents and guardians increased communication opportunities in order to enhance students' academic success. CASA 462x also employs the following oral interpretation services to meet the needs of our multi-lingual school population:

- o The use of in-house staff members to translate on a day to day basis.
- o The use of the DOE's Translation Unit whenever required.
- o The school's phone system is equipped with a Spanish language option.

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>.

Attachment "A" of the Chancellor's Regulation A-633, "Important Notices for Parents Regarding Language Assistance Services" are posted in the school's main office in various languages for parents. It informs them that the school will assist them with translation services that can be provided by staff members and we will aid them in securing services provided by the Translation and Interpretation Unit. Every attempt is made to provide parents with translation and interpretation of school correspondence in their primary language.