Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **11X462**

School Name: **CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL**

Principal: **JAMAAL BOWMAN**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: _____ School Number (DBN): 11X462

School Type: _____ Grades Served: 6,7,8

School Address: 3441 STEENWICK AVENUE BRONX, NY 10475

Phone Number: 718-794-7970 Fax: 718-794-7981

School Contact Person: JAMAAL BOWMAN Email Address: Jbowman@schools.nyc.gov

Principal: Jamaal Bowman

UFT Chapter Leader: Aqeel Williams

Parents' Association President: Indira Gopaulsami

SLT Chairperson: Tracy James

Student Representative(s): _____

District Information

District: 11 Superintendent: Maria Lopez

Superintendent's Office Address: 1250 Arnow Avenue Bronx, NY 10469

Superintendent's Email Address: Mlopez9@schools.nyc.gov

Phone Number: 718-519-2620 Fax: 718-519-2626

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz

Network Number: 608 Network Leader: Rudy Rupnarain

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with Chancellor's Regulation A-655, available on the New York City Department of Education (NYCDOE) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Jamaal Bowman	*Principal or Designee	
Aqeel Williams	*UFT Chapter Leader or Designee	
Indira Gopaulsami	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Tracy James	Member/Parent	
Millicent Fearon	Member/Parent	
Charlana Walker	Member/ Parent	
Tiffany Walton	Member/ Teacher	
Daniel Mayo	Member/ Teacher	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the Comprehensive Educational Planning Memorandum.

The Capacity Framework and CEP Development

The Capacity Framework encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.

Aligned with the Chancellor's Four Pillars, the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of Chancellor's Regulations A-655, all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework
• **Rigorous Instruction**: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
• **Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
• **Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
• **Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
• **Strong Family-Community Ties:** School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
• **Trust:** Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

C.A.S.A. Middle School serves approximately 260 title 1 students of color in the Eastchester section of the Bronx. We offer a holistic curriculum that includes humanities, mathematics, science, technology, health, dance, creative arts, genius hour, and an extended day program that includes music production, basketball, tutoring, botany, arts and craft, and robotics.

Our mission is to ensure our students graduate with a growth mindset, civic character, and 21st century competent.

We have a strategic partnership with Negus World, Hip Hop Saves Lives, Standard Collaboration, Franklin Covey and the Sports and Arts after school foundation. Negus World and Hip Hop Saves Lives implement our creative arts programs, Standard Collaboration implements our dance program, Franklin Covey has supported our character Ed program through the 7 Habits of Highly Effective Teens, and Sports and Arts provides after school funding support.

We're really proud of our school culture rooted in love and cultural competency. Our math state test scores have also doubled in the past year. In ELA, we have struggled to make dramatic gains on the New York State exam.

Again we made the most growth on the state math exam last year, and our area of focus this year is writing across the curriculum and implementing 21st century skills across the curriculum.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Based on our analysis of student performance trends, we are approaching our target with regard to rigorous instruction. On the quality review, we were proficient in all of the double weighted indicators. Further, according to our school quality snapshot, we are meeting our target in terms of student progress on the state exam, whereas we are only approaching our target with regard to student achievement. I am proud to announce that we are also meeting our targets with regard to closing the achievement gap. Our strengths reside in our ability to make progress on the state exam, close the achievement gap, and not receive anything less than a proficient on the quality review. Our areas of focus that will be addressed in the goals and action plan section of this document include student performance, particularly on the state ELA exam and in improving the instructional core component of our school environment survey.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, 20% of our students will be rated proficient or advanced on the 2014-2015 state ELA exam.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Implementation of a common core aligned curriculum	All students	September 1 2014-June 30 2015	Principal
Reduce Class size and teaching load	All students/level one students on ELA exam	September 2014 – June 2015	Principal

Develop a writing across the curriculum instructional focus	All students	September 2014- June 2015	Principal
Use technology to individualize instruction	Lowest Third/Highest Performing	September 2014 – June 2015	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Resources from the common core library, ELA teachers have between 30 and 60 kids with consistent push ins, TIF support of writing across the curriculum, schedule laptop carts so that they are always available for differentiation and purchase and use the iReady platform.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**	x	**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
On December 23rd we will analyze iReady data to assess the growth of our students.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Our learning environment survey shows that parents and students rated us higher than parents and students rated schools citywide, so we are strong in this area. Our instructional core on the other hand was rated poorly by teachers.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
By June 2015, 35% of our students will be proficient or advanced on the math state exam as a result of an overall increase from 67% of our instructional core, to 80% on the schools learning environment survey regarding teacher's response.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Develop and revise curriculum rooted in the common core standards	All students	September 2014-June 2015	Principal and Network
Implement iReady, ICT, and formative assessment practices to meet the needs of students with disabilities and all learners	Low performing students	September 2014-June 2015	Principal and teachers
Use Google forms to maintain transparent communication with all stakeholders	All students	September 2014-June 2015	Data Specialist and Teachers
Hold periodic events to celebrate the work of our students	All students	September 2014-June 2015	Principal and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Common core library, iReady, laptops, google drive,

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**	x	**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
On December 23, 2014 we will analyze math and ELA benchmark data aligned to the common core standards				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
According to the learning environment survey, we had low ratings in the areas of communication, school culture, and instructional core. However we were proficient in all categories related to the quality review.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
During the 2014-2015 school year, 100% of my teachers will state that they will recommend our school to parents seeking a place for their child.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Weekly grade and department meetings focused on student work and the instructional core	All Students	Sept 2014-June 2015	Teacher leaders and teams
Consistent formative assessment around conferencing for immediate feedback	All students	Sept 2014-June 2015	Teachers
Use technology and engageNY resources to differentiate instruction	All students	Sept 2014-June 2015	Teachers
Teacher self-directed professional development topics	Teachers	Sept 2014-June 2015	Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Meeting agendas and protocols, formative assessment and conferencing templates, computer hardware and bandwidth, Danielson resources.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**	x	**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
December 23, 2014 benchmark math and ELA data.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Areas of improvement include ensuring teachers are clear on principals capacity related to the instructional core. Results on the learning environment survey in this area were below average.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
During the 2014-2015 school year, 100% of my teachers will communicate that the principal sets appropriately high expectations for student learning.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Use Twitter and Pinterest to build a professional learning network	Principal	Sept 2014-June 2015	Principal
Read A More Beautiful Question	Principal	Sept 2014-Oct 2014	Principal
Compose Humanities curriculum rooted in the common core standards	Principal	May 2014-June 2014	Principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Internet access, book, common core library

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**	x	**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
iReady Benchmark during the end of December				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

• Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). • Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
Only conducted one parent social event in 2013-2014. Looking to facilitate at least five for 2014-2015.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
During the 2014-2015, parents will participate in at least 5 social events at the school.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
?Communicate with parents using robocalls	Parents	Sept 2014-June 2015	Parent coordinator and principal
Communicate with parents using social media	Parents	Sept 2014-June 2015	Parent coordinator and principal
Partner with the Black Googlers network for parent event	Parents	December 2014-January 2015	Parent coordinator and principal

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	**Tax Levy**	x	**Title I Basic**		**Title IIA**		**Title III**		**Grants**
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part: • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. • Specify a timeframe for mid-point progress monitoring activities.				
Assess the attendance of recent parent events by the numbers.				
Part 6b. Complete in **February 2015.**				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**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.)
English Language Arts (ELA)	Level 1 on state exam		Small group pull out and push in	During the school day
Mathematics	Level 1 on state exam		Small group pull out and push in	During the school day
Science				
Social Studies				
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*				

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the Title I Intranet webpage

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
Professional development will be provided within content areas

2b. 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).
Teachers continuously reflect and answers surveys to determine their professional development needs. Professional development is implemented weekly.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.
Thinking is transparent; teachers are communicated with face to face, by email, by cell phones, and asked their opinions. Our school culture is driven by questions.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes[1]. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated[2]. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	**Fund Source** (i.e. Federal, State or Local)	**Funding Amount:** Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	**Column B** Page # Reference(s)
Title I Part A (Basic)	Federal	$76,435	X	9, 11, 13, 15, 17
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	$82,807	X	9, 11, 13, 15, 17

[1]Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

[2]The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a) -** support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant**: Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Cornerstone Academy for Social Action Middle School 462**, 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 the school and the families. The 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 the school community. **Cornerstone Academy for Social Action Middle School 462** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;

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

School-Parent Compact (SPC) Template

Cornerstone Academy for Social Action 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 not 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 not 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%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
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

	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
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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): ___	Number of third language speakers: ___
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: ___ Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							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
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/	B													

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 leaners 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 AMAO 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, Fundations 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 prorams.

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 Identfication 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 cummulative 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 Plam (IEP) are provided with the appropriate testing accomodation .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.

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 fom 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 Fundations.

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 fromm 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 Fundations 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 SETTS 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
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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ELA instruction for *all* 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 Fundations/Wilson Program for ELLs to provide multi-sensory language development for ELLs ina 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 acivities, 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 traslated 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 Languae 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 Anuual 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 theHigh 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 interpretaion 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 chidren 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 Paent Association and outreach workshop activity. Also, the Parent Coorninator 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: Cornerstone Milddle Academy			**School DBN:** 11x462
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 _____		
	Other _____		
	Other _____		
	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 Servives 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:

- The use of in-house staff members to translate on a day to day basis.
- The use of the DOE's Translation Unit whenever required.
- 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 Regualation 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.