

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**09X327**

**School Name:**

**COMPREHENSIVE MODEL SCHOOL PROJECT M.S. 327**

**Principal:**

**ALIXANDRE RICCI**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

Comprehensive Model School Project  
327 09X327

School Name: \_\_\_\_\_ School Number (DBN): \_\_\_\_\_  
Sixth – Twelfth

Grades Served: \_\_\_\_\_  
1501 Jerome Avenue, Bronx, NY 10452

School Address: \_\_\_\_\_  
718.294.8111 718.294.8109

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_  
Alixandre Ricci ARicci2@schools.nyc.gov

School Contact Person: \_\_\_\_\_ Email Address: \_\_\_\_\_  
Alixandre Ricci

Principal: \_\_\_\_\_  
Kai Jones

UFT Chapter Leader: \_\_\_\_\_  
Arelis Lantigua

Parents' Association President: \_\_\_\_\_  
Jose Gonzalez

SLT Chairperson: \_\_\_\_\_

Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Jose Gonzalez

Student Representative(s): \_\_\_\_\_  
Genesis Urbaez

\_\_\_\_\_

Lisandra Lashley

\_\_\_\_\_

**District Information**

09 Leticia Rodriguez-Rosario

District: \_\_\_\_\_ Superintendent: \_\_\_\_\_  
1245 Washington Avenue, Bronx, NY 10456

Superintendent's Office Address: \_\_\_\_\_  
LRosario@schools.nyc.gov

Superintendent's Email Address: \_\_\_\_\_  
718.579.7143

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

**Borough Field Support Center (BFSC)**

Bronx Jose Ruiz

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_

(Districts  
7,8,9,10,11,12)

\_\_\_\_\_  
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458

Director's Email Address: JRuiz2@schools.nyc.gov

718.828.7776

Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Alixandre Ricci	*Principal or Designee	
Kai Jones	*UFT Chapter Leader or Designee	
Arelis Lantigua	*PA/PTA President or Designated Co-President	
Ulises Jimenez	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Genesis Urbaz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Lisandra Lashley	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Vivian Vazquez	CBO Representative, if applicable	
Patrick Bentsen	Member/ Teacher	
Stephanie Solano	Member/ Teacher	
Alberico Polanco	Member/ Teacher	

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature (Blue Ink)</b>
	Member/	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 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), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

CMSP 327 is located in the southwest section of the Bronx within the New Settlement Community Campus. Our curriculum serves as a precursor for any future academic success. Students, who learn under our model, have shown significant success on standardized tests and coursework.

More than 85% of our eighth grade students consistently pass the Integrated Algebra Regents Exam and the Living Environment Regents Exam as well.

2012 - 2013 Progress Report Grade : A

2013 - 2014 Progress Report Grade: A

**CMSP 327 educates students in grades six through twelve. Our school is designed to ensure that students are well prepared for college and/or career readiness upon graduation. Our expectation is that all of our students can and will graduate and attend a four-year college ready for the coursework they encounter.**

English and Mathematics are the building blocks for all successful school learning in all subjects. The foundation of education is the ability to read, write and think critically about mathematics. This is the reason CMSP believes in offering two (2) complimentary courses in both English (i.e.: ELA Reading and ELA Writing) and Math (i.e.: CMSP Math and Impact Math) throughout middle school and in several subjects in high school.

**CMSP's Instructional Focus is question and discussion techniques. We believe that students should be heavily involved in their own education. Asking open-ended questions and participating in student-led discussion is a crucial part of educational ownership.**

Our Mission at CMSP is we have high expectations for every student which is based on the belief that all students can and will learn. **We believe that providing students with rigorous instruction, time, and support will ensure students' success. Through our commitment to student success we serve as a strong foundation for our students' future achievement in college and beyond. The learning and growth of each individual child is the focus of all activity within the school community.**

**In partnership with parents, students, and teachers :**

**Provide a safe, nurturing, child-centered environment**

**Hold students to high academic standards**

**Implement a challenging, integrated curriculum**

**Maintain balanced and heterogeneous class grouping**

**Recognize that the home/school connection is vital to the success of our children**

**Be dedicated to the development of our children as productive and thoughtful lifelong learners**

**CMSP 327 services the Special Student Populations of 18% within a Special Education Program (i.e: Self-Contained, SETSS, and ICT students) and 10% English Language Learners.**

**09X327 School Information Sheet**

School Configuration (2014-15)					
Grade Configuration	06,07, 08,09, 10,11	Total Enrollment	627	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	44	# SETSS	9	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	4	# Music	13	# Drama	3
# Foreign Language	22	# Dance	8	# CTE	N/A
School Composition (2013-14)					
% Title I Population	109.0%	% Attendance Rate			91.7%
% Free Lunch	92.5%	% Reduced Lunch			4.4%
% Limited English Proficient	9.8%	% Students with Disabilities			23.2%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	N/A	% Black or African American			23.9%
% Hispanic or Latino	75.0%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.9%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			1
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			15.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			6.11
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	21.5%	Mathematics Performance at levels 3 & 4			58.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			49.0%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			73.7%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	84.6%	% of 2nd year students who earned 10+ credits			82.8%
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
<b>Accountability Status – Elementary and Middle Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	YES	Limited English Proficient			YES
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
<b>Accountability Status – High Schools</b>					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

As noted on prior years’ exams, our students’ writing is an area where improvements must be made. We intend to continue to tackle that challenge by increasing the amount of writing as well as to monitor the rigor in the writing that students are engaged in across all content areas. According to our 2014 - 2015 Quality Review Report, we received a rated of proficient in area 1.2, it states, "a couple of classrooms have an absences of strategically planned supports to increase or extend student learning". With this in mind, content area teachers will be engaged in professional development opportunities with the English teachers, ELA coaches and Administration to increase writing and extend student learning. These discussions will be focused on increasing and extending student learning and how the content area teachers can support in this endeavor.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase writing across content areas this will in turn show progress in student achievement in all classes and on all NYS exams. By June, 2016 20% of Middle School students will show progress on the NYS ELA exam and 50% of High School students taking the Comprehensive English Regents will score 85% or higher.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>1.</b> Activity- All teachers will incorporate writing assignments into daily lessons that emulate NYS state testing questions and writing prompts.</p> <p><b>2.</b> Activity - All teaching teams (grade level and department) will evaluate writing portfolios a minimum of three times per school year using a prescribed protocol for looking at student work to assess progress.</p> <p><b>3.</b> Activity – All Humanities related content area teachers will confer with their students after assessing their writing to provide personalized feedback for each student.</p>	<p>1. The administration and teachers will sit and review student portfolios to determine whether this writing initiative was effective, based on the number of writing pieces each student produces and the quality of their work.</p> <p>2. Self-reflection will be used prior to and post this writing initiative.</p> <p>3. Teachers will share their best practices experiences.</p>	<p>Increasing the writing across the content areas will be implemented daily, between September 2015 and June 2016.</p>	<p>1. Teachers will participate in professional development which will focus on analyzing and writing testing questions, writing prompts and developing techniques and activities to support this initiative.</p> <p>2. Assistant Principals (2) will hold weekly department meetings with all teachers to norm the practice of evaluating of student work.</p> <p>3. Administration and coaches will conduct observations and give timely feedback to support teachers.</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Students will participate in several whole school Saturday mock exam days. The first whole school Saturday mock exam day will begin in December and will be held one Saturday a month until the ELA state exam and the Comprehensive English Regents. Tracking sheets will be utilized to monitor individual student progress and whole school trends.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In order to better serve our increasing ELL population and our current Special Education population, we are looking to strengthen the instructional program this school year. Presently, 10% of our student population is English Language Learners and 17% are Special Education students. Building off of last year’s Inquiry Team results, NYS exams, NYSESLAT, and local data collected we would like to continue to improve our teaching of effective ESL and Special Education methodologies throughout our school community.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To strengthen the instructional program for our English Language Learners and our Special Education students . By June 2016, 100% of our teachers will receive professional development to obtain effective teaching methodologies to support our English Language Learner and Special Education populations.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>• Activity- Our ESL teacher will disaggregate the 2014-15 NYSESLAT data to compare (the raw scores to the scale scores) to determine the proficiency levels of each ELL student.</li> <li>• Activity- Our Special Education teachers will disaggregate the 2014-15 data for our Special Education students (the raw scores to the scale scores) to determine the proficiency levels of each student.</li> <li>• Activity- All content area teachers will be trained to use instructional strategies and assessments to support ELL s in their classrooms.</li> <li>• Activity- Provide mandated ESL instructional time: Beginners/Intermediate – 360 minutes; Advanced/Transitional – 180 minutes.</li> <li>• Activity- Provide mandated Special Education services as noted in each students most current IEP.</li> </ul>	<ol style="list-style-type: none"> <li>1. The administration and teachers will meet to identify and discuss each ESL and Special Education students appropriate instructional setting.</li> <li>2. Teachers will participate in Professional Development to obtain a better understanding of CDOS, and begin to implement into classroom instruction.</li> </ol>	<p>September 2015- October 2016</p>	<ol style="list-style-type: none"> <li>1. Teachers will participate in grade level meetings to discuss the specific needs of each student based on their proficiency levels (beginners, intermediate, and advanced) as well as IEP requirements.</li> <li>2. Administration will provide teachers will preparation time for ESL/Special Education teachers to articulate with regular education teachers.</li> <li>3. Teachers will create and display criteria charts and rubrics that demonstrate the current unit of study and that support all students.</li> <li>4. The school will continue to purchase materials that support ELLs and Special Education, including books on tape, visuals, texts with appropriate illustrations and guided reading materials.</li> <li>5. The school will continue to purchase multicultural literature representative of the student</li> </ol>

			population of our school for the school library.

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Common prep periods and creative scheduling allows AP’s (2) to hold monthly meetings with the ELL and Special Education teachers. No cost associated with this activity. Teachers will receive per session for meetings held after school and on Saturday's.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Teachers will participate in a professional development series throughout the 2015 - 2016 school year i.e.: How to effectively read and utilize an IEP?, What is an ESL student, who are ours, and implementing strategies to best instruct them?, How to use the data collected on our Special Education and ELL population?, etc... The administration will probe teachers to inquire about the applicability of each PD, gauge their interest in future PD's, and track student progress as it relates to each professional development offered.										
<b>Part 5b.</b> In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The school’s instructional focus was selected by the school community after examining multiple formal and informal observation reports. It was noted that our new teachers asked rapid-fire lower order thinking questions while several of our seasoned teachers ran very teacher-centered classrooms with minimal discussion. In order to bring cohesion to our school’s goal-setting process, teacher and administrator development goals, the SLT Committee agreed to make utilizing sound questioning and discussion techniques as the 2015 - 2016 school-wide instructional focus.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To address our school-wide instructional focus: utilizing sound questioning and discussion techniques. By June 2016, 100% of our teachers will attend Professional Development to obtain effective teaching methodologies to support and inspire our students to ask probing questions. At least 90% of our teachers will be expected to effectively utilize strategies as measured on their overall Advanced Teacher Rating in area 3b.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Activity- A Professional Development series focused on effective questioning and discussion techniques i.e.: Introduction to our Instructional Focus, Socratic Seminar, Membership Grids, Peer Observations.</p> <p>2. Activity- Coaching/Mentoring series in partnership with the New Teacher Center.</p> <p>3. Activity- Formal and Informal Observations, including post observation conferences with administration.</p>	<p>1. Activity- Observations through Danielson Framework 3b: questioning and discussion techniques.</p> <p>2. Impact- An awareness and increase in student-led discussions that highlights higher-order questioning, thinking and discussion.</p>	<p>1. Our school-wide instructional focus: utilizing effective questioning and discussion techniques will be on-going between September 2015 and June 2016.</p>	<p>1. Coaches/Model Teachers and Administration facilitate PDs focused on effective questioning and discussion techniques.</p> <p>2. Teacher Leader supervises weekly Teacher Peer Observation Schedule.</p> <p>3. Teachers' turn-key best practices during weekly grade level meetings.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>There is no financial cost associated with this goal. The administration will meet with teachers for post observations to discuss the overall observation and specifically 3b: student led questioning and discussion techniques.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant

	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other
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**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The low inference notes captured by administrators during observations will reflect the types of questions the students are asking and the discussions they are able to hold. These questions should range in complexity as described by the DOK guide. In addition, during observations, one on one student interviews will speak to the students awareness and their understanding of effective questioning and discussion.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**Section 5: Needs Assessment, Annual Goals, and Action Plans**

**Section 5D – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	<b>Tax Levy</b>		<b>Title I SWP</b>		<b>Title I TA</b>		<b>Title II, Part A</b>		<b>Title III, Part A</b>		<b>Title III, Immigrant</b>
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

## Section 5: Needs Assessment, Annual Goals, and Action Plans

**Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We recognize the importance of having strong family and community ties which will translate into higher academic expectations at home. This strong home-school connection will serve as a contagious effect of rigor in both environments. According to our 2014 - 2015 Quality Review Report, we received a rated of well developed in School Culture specifically 3.4.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

To increase parent involvement and enable strong family and community ties with our school by 100% which will impact positively on student success and show progress in all Parent Association event attendance . By June 2016, at least 85% of our parents will attend and actively participate in a PA sponsored event.

### Part 3 – Action Plan

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>1. Use parent meetings/contact as a vehicle to improve and maintain student attendance.</p> <p>2. Solicit parent involvement through meaningful and relevant topics for parent meetings</p> <p>3. Solicit parents to attend school functions i.e: academic celebrations, cultural events, school sporting events, and viewing components of the instructional programs.</p>	<p>1. Periodic phone calls home to parents to inquire about their opinion an outlook of our school.</p> <p>2. Increased participation in SLT and PA meetings as evidenced by sign-in sheets.</p>	<p>1.Our goal of increasing parent involvement to impact student success will be on-going between September 2015 and June 2016.</p>	<p>1.Our school will be very transparent for our parents by providing monthly calendars, returning phone calls in a timely manner and an open door policy.</p> <p>2.The members of the SLT Committee and PA will play an integral role in helping to solicit parent involvement.</p> <p>3.For all school events, using School Messenger, an Administrator will record a message inviting parent to attend.</p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Empower our parents to know their involvement in their child’s education establishes "buy-in" and a sense of ownership in the classroom. Invite parents to be involved in the decision making process concerning our school, an active PA. Ask parents to volunteer to chair and plan family events and school fundraisers. Ask for parents volunteers to serve dessert to our students and teachers at our annual Thanksgiving luncheon. Invite parents to complete the annual school survey online in the school library (assistance provided if needed). Our Parent Coordinator will provide parents with the cellular number of the PC phone to remain in contact after school hours (in cases of emergency).

**Part 4b.** 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Well documented recruitment efforts by the school's CBO liaison to raise the number of parents in attendance at PA sponsored events. The tracking of student specific, parent attendance (i.e.: the parent coordinator trackers the number events a child's parent has attending and calls to thank and/or make them aware of upcoming parent events).

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.)
<b>English Language Arts (ELA)</b>	Academic intervention services will be provided to students that score below a 3 on The NYS assessments or below an 80 on the Regents exam and local in-house assessments including an assessment of their STAR reading score.	<ul style="list-style-type: none"> <li>• Guided reading</li> <li>• STAR reading assessment</li> <li>• Achieve 3000</li> <li>• Daily independent reading (5 x's/week</li> <li>• Kaplan Test Prep</li> <li>• Ready NYC Test Prep</li> <li>• Common Core Curriculum</li> </ul>	<p>Small group push-in and pull-out service. Lower student teacher ratio in the reading/writing classes by assigning a teacher to push-in to the class.</p> <p>Kaplan and Ready NYC will be used as a support during testing period.</p>	After-school and Saturday tutoring.
<b>Mathematics</b>	Academic intervention services will be provided to students that score below a 3 on The NYS assessments or below an 80 on math Regents exams and local in-house assessments.	<ul style="list-style-type: none"> <li>• MS students receive two (2) complimentary math classes (CMSP Math and Impact Math) 6<sup>th</sup> – 8<sup>th</sup> grade</li> <li>• HS students will</li> </ul>	<p>Small group push-in and pull-out service. Lower student teacher ratio in the math classes by assigning a teacher to push-in to the class.</p> <p>Coach and will be used as a support during testing period.</p>	After-school and Saturday tutoring.
<b>Science</b>	Academic intervention will be provided to students who score below a 3 on the NYS 8 <sup>th</sup> grade assessment or below	Students are offered additional assistance after school from 3:15-4:15 from Monday to Thursday, HS	Small group (one hour after school, four hours on Saturday.	After-school and Saturday tutoring.

	an 80 on science Regents exams.	students in preparation for the Regents exam.		
<b>Social Studies</b>	Academic intervention will be provided to students who score below a 3 on the the NYS assessments or below an 80 on history Regents exams.	Students are offered additional assistance after school from 3:15-4:15 from Monday to Thursday, HS students in preparation for the Regents exam.	Small group (one hour after school, four hours on Saturday.	After-school and Saturday tutoring.
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Montefiore Clinic located in the building meets with students and staff to provide resources for determining intervention needs.	<ul style="list-style-type: none"> <li>• Counseling services (school based)</li> <li>• Counseling services (Montefiore clinic based)</li> <li>• Psychologist (evaluation of students)</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance suite</li> <li>• Montefiore Medical office (on campus)</li> <li>• SBST office rm 332</li> </ul>	<ul style="list-style-type: none"> <li>• Small group</li> <li>• Individual counseling as needed, or as stated on the IEP.</li> <li>• EPC conferences</li> </ul>

## 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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

### Part 1: Title I Status

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

### 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.
<p>We take several steps to ensure that the staff of CMPS 327 is highly qualified. As defined by NCLB, first, all of our teachers must hold: a full state certification, a Master's Degree, and demonstrate subject-matter competency in each academic subject they teach. Second, beyond the year-long mentor required by the DOE, to fully support and retain our new teachers we provide them with a permanent in-house mentor. Our veteran teachers work with our new teachers to help build efficacy and classroom management skills. Third, our HQT are required to set three professional goals and track the achievement of those goals throughout the school year. Fourth, we ensure full teacher competency by providing timely, adequate Professional Development. We provide Professional Development that meets the immediate needs and requests of our teachers enabling them to provide sound instruction and address the specific learning needs of each of our students.</p> <p>We will ensure that our high quality teachers remain in our school by creating a professional learning environment that is safe, respectful and challenging; and by creating a school culture that values collaboration and learning, offers relevant professional development opportunities for professional growth, and multiple opportunities for staff to contribute to our school development.</p>

#### 2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Professional development will be offered through the Department of Education. We will encourage our staff to attend workshops that will benefit them and in turn improve the academic performance of our students. In-house teachers, principals, and paraprofessional and staff will participate in professional development that includes learning by example and observing good practitioners: observing other teachers teaching , watching a colleague present an assembly , observing a visiting expert , shadowing a fellow teacher , visiting and seeing other schools in action . High quality staff development will be provided also by our network for lead teachers.</p>

### 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.

At the onset of the school year, our teachers played an integral role in the decision making process regarding the selection of appropriate assessment measures. Members of our School Local Measures Committee used a six-step process to make recommendations for Local Measures. Student starting points were identified in the fall, using historical student performance data and via baseline assessments administered in the classroom. The administration (3) and teachers will use the results of baseline assessments as additional information to plan instruction for the school year and focus on key areas of need for our students.

The administration and teachers meets regularly to check-in throughout the year to assess student progress through formative and periodic assessments. At the end of each unit of study summative assessments are administered. Student growth scores are then determined using a growth model. The administration and teachers regularly discuss results and use information from the MOSL process to help drive instructional improvements throughout the school year.

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

### **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<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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<sup>2</sup>. **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 '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	590,981.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,865,727.00		

**<sup>1</sup>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.

<sup>2</sup>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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

### **Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)** *(Required for All Title I Schools)*

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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)**

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. CMSP 327, 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. CMSP 327 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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)**

CMS 327, 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 on assessments.

#### **I. School Responsibilities:**

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 1<sup>st</sup> 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 with 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 to 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.

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>CMSP 327</u>	DBN: <u>09X327</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:           The ESL program at CMSP 327 serves students in grade six through eleven.

- Rationale: Our school's language instruction program for limited English proficient (LEP) students will provide additional direct instructional services for English language learners using Title III Funds. An after – school tutorial program will be held on Monday through Thursday. In addition to that, Saturday School Enhancement will also be offered, from 9:00-12:00, every Saturday. A minimum of ten ELL students including students with special needs will participate in this program.

- Different assessment data were analyzed to determine that this target group needs extra support. These students exhibit inadequate growth on both academic and language matters. Their English language proficiency ranges between High Beginning and Low Intermediate, while their reading level is far below their grade level. A certified ESL teacher will provide instruction for these students. Specific attention will be drawn on expanding their vocabulary, language development, and writing. Students will read, talk, and write about the different content areas with the purpose of enhancing their academic language needed for success.

- The use of scaffolding techniques, visuals, and real life objects will support our ELL students throughout this program mostly in the content areas of English Language Arts, Science, and Social Studies. The scaffolding techniques include: Modeling, Bridging, Schema Building, Contextualization, Text Representation and Metacognition. Authentic experiences will promote the connection to the real world as they increase their English language proficiency.

- The After School Program will be conducted four times a week (Monday-Thursday) for one hour. Formal and informal assessments will be constantly used to reassess students' growth with the purpose of determining further instructional goals to better meet their needs. The ELL students participating in the After School Program will rotate through teach content area and the ESL teacher will rotate with them. The ESL teacher will co-teach with the content are teacher to provide collaborative instruction.

- The Saturday instruction will be done in 90 minute blocks of direct instruction to the ELL students. ESL students are mandated to attend both the After School Tutoring and Saturday Enhancement.

- Duration 15-20 Weeks: After converting our ELLs NYSLESLAT raw scores to scale scores, using the Title III AMAO Estimator Tool, the data demonstrates that the ELLs need the most support in reading and writing. As a result of this deficiency in reading and writing skills, we have chosen to use materials that specifically target these areas. We have created a homegrown ELA curriculum with elements of SIOP and all daily lessons will be created to incorporate strategies and modifications that will meet the needs of our ELL population. The curriculum is aligned to the Common Core Learning Standards and English as a Second Language Standards and covers all language and literacy standards with a connection to grade level content. We believe that using a collaborative and horizontally aligned curriculum will help our ELLs and all students make significant gains in both their State Exams and NYSESLAT exam with the plan to move beyond ESL instruction.

Moreover, to assist our students in strengthening their literacy skills and allow for differentiated

### Part B: Direct Instruction Supplemental Program Information

instructions within the classroom. We are using STAR Reading, a program that will track student progress and utilize student data to drive instruction, grouping and lesson planning.

### Part C: Professional Development

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

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

Begin description here: On-going Professional Development is an important part of teachers' efforts to better serve our ELL students at CMSP 327. Aligning teaching with the NYS ESL Learning Standards, and referring to performance indicators to ensure students have learned what is expected from them is an ongoing process in our school. The Title III ESL teacher articulates with the classroom teachers who have English language learners in their classes to discuss topics to be taught as well as best practices in ESL methodology. Separate sessions are scheduled on Scaffolding Language and Learning, Differentiated Instruction for students at different English proficiency levels, and Quality Teaching for English Language Learners' strategies. All workshops are aligned to the instruction providing during the Title III after school tutoring sessions and Title III Saturday school sessions.

The following workshops will be provided for the mainstream teachers who have ELLs in their classes and who work directly with the Title III ESL teacher, each workshop is 1 hour:

- Writing Process for English Language Learners- October
- Sheltered English Instruction - The SIOP Model - December
- Strategies and Scaffolds/Co-teaching ELLs - January
- Assessing ELL Students - February

### Part D: Parental Engagement Activities

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

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

Begin description here: At Comprehensive Model School Project, parents are partners of the school and their involvement is needed and valued. They are a vital part of our school's Leadership Team. Parents of both ELLs and the our immigrant population are oriented to the programs we offer as well as programs offered by the NYCDOE. They are informed of the related policies as well as assessments, state standards, school expectations and policies. We communicate regularly with parents through our monthly school calendar and PA meetings. The concerns of all parents are openly discussed during

### Part D: Parental Engagement Activities

monthly School Leadership Team meetings as well. Workshops are also conducted for the parents to address their concerns. Bilingual staff is in attendance to provide translation. Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal's communications regarding rules, regulations as well as school information is done via translated memorandum. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish speaking families. We also access the translation unit's services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students. Parents receive phone calls and letters from teachers that inform about the after school program and the student's progress. We provide an over-the-phone interpreter when calling parents. We make sure that activities in the Title III program for parents are based on parental interest gathered from surveys and questionnaires in both English and Spanish.

We value parent involvement in their children's education as an important factor to achieve our goals as educators. We have ongoing contacts with parents of LEP students three times a year (September, November, and April). In addition, we have planned to provide the following:

1. ELD -English Language Development November (1 hour) Target number of parents: 15
2. Common Core Learning Standards-Math Fluency January (1 hour) Target number of parents: 15
3. Develop a Family Literacy Program for Parents February (To continue for 9 sessions on Mondays for a total of 18 hours)

Once a week parents will learn English and basic computer skills. Target number of parents is 18. Side By Side book and student workbook will be used.

4. Homework Success December

Our certified ESL teacher will be teaching ESL and Computer Literacy to parents. She will be paid using Title III funds. The ESL teacher and the Parent Coordinator, will reach out to parents through notification letters, flyers, and phone calls.

### Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula,</li> </ul>	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
instructional materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
<b>TOTAL</b>	_____	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>9</b>	Borough <b>Bronx</b>	School Number <b>327</b>
School Name <b>Comprehensive Model School Project</b>		

### 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 ENL teacher, and one parent.

Principal <b>Alixandre Ricci</b>	Assistant Principal <b>Tannis Sertima</b>
Coach <b>Roubi Eliopulous</b>	Coach <b>Philip Marcus</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ornela Hasandocaj</b>	School Counselor <b>Nancy Pichardo</b>
Teacher/Subject Area <b>Stephanie Solano/ELA</b>	Parent
Teacher/Subject Area <b>Caroline Rivera/Sped</b>	Parent Coordinator <b>Mercedelli Graciano</b>
Related-Service Provider <b>Sheila Corporan</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>type here</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area/common branch and TESOL certification	<b>1</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	<b>3</b>	Number of teachers who hold both a bilingual extension and TESOL certification	<b>0</b>
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	<b>0</b>	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (excluding pre-K)	<b>700</b>	Total number of ELLs	<b>73</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	75	<b>Newcomers</b> (ELLs receiving service 0-3 years)	13	<b>ELL Students with Disabilities</b>	30
<b>SIFE</b>	4	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	16	<b>Long-Term</b> (ELLs receiving service 7 or more years)	46

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									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	13	1		16	3	7	46		24	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs\*)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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Freestanding English as a New 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							21	12	10	14	8	3		0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1	1				0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							1	2	1		1			0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)							5							0
<b>Emerging</b> (Low Intermediate)							1		2	2	1	2		0
<b>Transitioning</b> (High Intermediate)							2		2	3	4			0
<b>Expanding</b> (Advanced)							14	14	8	10	4	1		0
<b>Commanding</b> (Proficient)							7	7	14	10	7	5	2	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total							7	7	14	10	7	5	2	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	2	20	5		0
7		17	2		0
8		11	2		0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6			21		8				0
7	1		15		3				0
8			11		3				0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	0	0	0	0
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 

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

We also use the NYSESLAT, LAB-R, the ELA exam results, and teacher made tests/observations to learn which specific learning skills our ELLs are not meeting the standard on and based on these data, we make plans to target these skills in their instruction. response to questions here:
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 

The NYSESLAT report indicates that the ELLs data pattern across proficiency levels have increased based on the report from 2014 to 2015. Data shows that students in a three year span have increased from a beginners level to an advanced level of proficiency. Report also indicates students progressing with gains throughout the modalities eventhough very few are still at the same proficiency level. When students enter in September of the school year and take the NYSELAT in the spring, scores indicate a gain mostly jumping from a low score to high intermediate (Transitioning) and even some Expanding.

The 2015 NYSESLAT data reveals that the majority of the ELLs in our school are in the expanding level. However, while many of the ELLs scored proficient in the writing/speaking modality, most of them scored intermediate or advanced in the reading/listening modality.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

N/A

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

4a. In reference to the ELA exam in grade 6, 7 and 8, student scores vary between a level I or II

In reference to the New York State Mathematics Exam in grade 6, 7 , and 8 a significant number of students scored a level 3.

Our data shows that the students who scored a I in the ELA exam scored mostly at the beginning or intermediate level on the NYSESLAT. While some of our ELLs showed weakness in literacy, we observed that they scored higher in the Math Exam.

In order to assist our students score higher in these exams, we will use different strategies and methodologies that focus on building their vocabulary and reading comprehension. The ESL teachers will also develop a series of lessons and activities to improve their writing skills including grammar, mechanics, and conventions. Through the use of ESL strategies, teachers provide well developed lessons and build academic skills based on New York State standards. In the ESL program, all instruction is delivered in English with native language support. Through differentiated instruction, all teachers will use ESL methodology and instructional strategies to make content accessible to ELLs. Additionally, language arts is taught using ESL and ELA methods according to the learning standards of New York State. These programs are staffed with quality certified teachers who are engaged in on going professional development to provide rigorous academic instruction to ELLs.

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs.](#)]

N/A

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

ESL teachers attend the weely curriculum meetings of each grade level team and discuss the progress of groups and individual students to determine their progress. Then plans are made to best group those students for instruction as well as modify classwork, homework, and instructional presentations for their improved success.

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the target language?
- b. What is the level of language proficiency in the target language for EPs?
- c. How are EPs performing on State and other assessments?

N/A

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

The success of our ELL program is evaluated by the number of students who advance from entering, emerging, transitioning to expanding and ultimately commanding as evidenced by the NYSESLAT results. Our teachers work together during professional periods and during our grade level meetings to plan and revise units of study to meet the needs of our diverse population of ELL students.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

All parents or guardians of newly enrolled students complete a Home Language Identification Survey (HLIS). An informal oral interview is conducted in English, Spanish or native language when necessary. If the HLIS indicates that a child uses a language other than English, he or she is administered the NYSITELL assessment, and a comprehensive review of the child’s academic history and past school work is conducted. Spanish speakers who do not pass the LAB-R in English will be administered the Spanish LAB. This assessment is given only one time upon entry into the New York State Public School System, and within 5 days of admission. The ESL Certified Teacher, conducts the initial screening, reviews the HLIS and determines children’s eligibility for taking the NYSITELL assessment. They administer the NYSITELL to any students eligible for such a test. The Spanish LAB is administered by a certified teacher with bilingual extentions. Performance on this test determines the child’s entitlement to English language development support services.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to measure the progress of all identified English language learners. Using ATS reports, the ESL teacher makes sure all students eligible to take the NYSESLAT are administered all parts of the exam that assess reading, writing, listening, and speaking. Within the first 10 days of enrollement a home language survey is completed, if language is other than English student goes through interview process where it is determined if he/she should take the NYSITELL. Depending on the results of the test and parent choice the student is placed in the appropriate program. Parent is shown the video prior to making a choice.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

Students are determined to be considered SIFE or not within 30 days of enrollment. Students are monitored continually by classroom and ESL teachers, as well as administrators throughout the school year. If warranted the status is able to be changed up to 12 months after the child’s enrollment. Students deemed SIFE who achieve Transitional or higher levels on the NYSESLATE assessment are no longer considered SIFE.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

One of the ESL teachers meets the student and parents of the child with an IEP to informally gather information about the child’s academic history and class settings. The child’s available work and grades from previous school are revied by the LPT team consisting of the ESL teacher, Ms. Rivera (Director of Special Ed Middle School), Ms. Connors (Director of Special Ed High School), Mr. Marcus, Ms. Solano, and the School Administrator Ms. Brown who is in charge of ESL and Ms. Ahmed, the school psychologist. Together they review the students’ work and anecdotes, comparing it to students in the school to determine if the student’s needs are based on language acquisition or other deficiencies that can best be addressed by changes in class setting and size. Interpretation for the parent is provided in their home language. Timeline to accept or reject LPT recommendation is within 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Parents will receive written confirmation of their child’s ELL status within 5 days of being verbally informed. These letters will be printed and completed by the ESL teachers and distributed at an orientation meeting conducted after school, which all parents of ELL students are informed of by letter, phone, and in person meeting with parents at arrival and dismissal of the first 4 days of school. Parents unabl to attend the meeting will be contacted by letters and/or phone calls made by the ESL Teachers and parent coordinator to schedule a time to meet with them and give them the written notification. Correspondence is given in the parent’s preferred language.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Parents will be informed by one of the ESL teachers that they may request a review and re-identification of the student’s ELL status within 45 days of enrollment at an orientation meeting conducted within the first two weeks at school. Parents unable to attend the orientation meeting will be contacted by phone to schedule a time to provide this information. Letters will also be sent home in the preferred language selected by parents completing the HLIS surveys informing tme of this right to appeal. Parents will receive letters in their home language.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.
- The ESL teacher holds a parent orientation for parents of students new to the system within the second week of school. Parents are adequately informed about the ELL Programs offered and/or available in our district and citywide. At this time the ESL teacher shows parents the Parent Orientation Video in their native language which explains the various program choices. Parents who do not attend the orientation meeting receive phone calls and are invited to the school to view the video by appointment. The same process is conducted again during spring registration. To further ensure that all parents are informed of the programs for ELLs in NYC Public Schools and in our school, individual orientation sessions are held for students who arrive in between fall and spring registration. All written communication sent home to parents is translated with the help of a translation team and language interpretation is provided for all oral communication with parents. The Parent Coordinator, Ms. Graciano, and the ESL teacher make sure to inform parents who have previously chosen a TBE/DL program when such programs become available.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
- The ESL teacher and the parent coordinator are in charge of distributing and collecting all forms. Parents receive Entitlement letters, placement letters, and non-entitlement letters (where students have tested out of ESL). Ms. Hasandocaj, and the Parent Coordinator make sure that these letters are read and understood by each parent during parent orientation, parent-teacher conferences and ongoing. Parent surveys and selection forms are collected from parents who attend the orientation and follow up calls are placed to each parent who does not attend either the orientation or a parent-teacher conference. Records of the Entitlement letters and other correspondence are maintained by Ms. Hasandocaj in her office. A copy will also be placed in the student's cumulative folder.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- We contact the parents multiple times, if no contact is reached through mail or phone, we will place the student in the ESL program.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Within the first 4 school days of the start of the school year, HLIS, NYSITELL and the previous school year's NYSESLAT test results are reviewed. Placement notification letters are then completed by Ms. Hasandocaj (ESL Teacher), and distributed to parents before and after the school day begins if they arrive to the school, and at an orientation meeting scheduled before the end of the second week of school. Parents not yet met are contacted by phone by one of the ESL teacher, and letters are distributed to the students in the preferred language indicated on the HLIS form. The students have to get the letter signed by the parent and return it to the ESL teacher. Correspondence is given in parent's preferred language.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- All ELL Documentation is placed in the students cumulative files, which are maintained in the main office. Copies of each form are kept in a binder located in Room 301 by the ESL Teacher.
11. 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 New York State English as a Second Language Achievement Test (NYSESLAT) is administered to measure the progress of all identified English language learners. Using ATS reports RLAT, ELA State test scores, the ESL teacher makes sure all students eligible to take the NYSESLAT are administered the four components (Speaking, Listening, Reading, and Writing). The two literacy coaches in the school (Mr. Marcus and Ms. Eliopulous) administer each component.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- The same procedure is followed. Parents are informed during orientation, through the phone and a letter is sent home with the student. The letter indicates the student's current level and their continued entitlement. If the students reached a commanding level, the parents are informed of their transitional support.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Currently, we offer Freestanding ESL to our English language learners based on parental choice and our student population needs. Most parents choose Freestanding English as a Second Language over the past few years and there are not enough parents from the same native language background who choose Transitional Bilingual Education to form a bilingual program. Parents are given information sessions by the ESL teacher and the school bilingual Parent Coordinator about their options before and after watching the DVD. They are also given the opportunity to ask questions about the program options. Students, whose parents request a bilingual or dual language program will be directed to the website [ELLProgramTransfers@schools.nyc.gov](mailto:ELLProgramTransfers@schools.nyc.gov). We will maintain a record of those students whose parents requested bilingual programs. If there are 15 or more students with the same home language and in the same or two contiguous grades, the school will open a bilingual program. The school administration will select and hire highly qualified personnel needed according to NCLB requirements for staff working with English language learners.

# Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
  - a. Freestanding ENL program.

Students identified as English language learners are placed in monolingual English speaking classes. These students receive the required periods of English as a Second Language from a certified ESL teacher. We utilize a Freestanding ESL program, with stand alone and integrated models. Students are placed as per their grade and age appropriate level. Their English proficiency varies between very few entering, emerging and transitioning and a majority in expanding, therefore differentiated small group instruction is provided in order to better accommodate their language and academic needs. In certain grades, the ESL teacher Ms. Hasandocaj coteaches with classroom teachers during assigned periods of the day to deliver integrated instruction to students who have achieved an expanding or commanding based on this year's NYSESLAT test or tested out of ESL within the past 2 years. For the students at the entering level, a stand alone ESL program is designed and aligned with the ELA curriculum. Students receive 180 minutes of stand-alone ENL and integrated in the ELA class.
  - b. TBE program. *If applicable.*

Paste response to questions here:
  - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

We make sure that the mandated instructional minutes are provided according to the proficiency levels. The ESL teacher is aware of the New York State mandated minutes of instruction for their ELLs. CMSP 327 is in compliance in regards to our programming and scheduling based upon these state mandates. ESL students identified as either Entering (EN) or Emerging (EM) receive 360 minutes of ESL instruction per week, and ESL students identified as Transitional (TR) or Expanding (EX) receive 180 minutes of ESL instruction per week. For our high-schoolers ESL Entering students we provide 540 minutes of ESL instruction a week, for the Emerging ELLs 360 minutes a week, and for the Transitioning and Expanding ELLs 180 minutes of ESL. The students who have tested out in the last two years, (Commanding) they will be provided with 90 minutes of ESL services a week.
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

Spanish LAB is administered to identified English language learners whose home language is Spanish. Students are screened as per CR 154, Part 117 for giftedness or learning disability as well as per their language deficiencies.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Analyzing benchmark assessments, STAR Reading, Baselines, and NYSESLAT scores allow teachers to evaluate and monitor ELLs progress in the four modalities: listening, speaking, reading, and writing. Informal assessments are also used to evaluate progress and are used to make adjustments to the curriculum and grouping based on their needs.
6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a. At CMSP, we work with SIFE students, if any, making sure that we build a supportive environment that responds to the immediate social, cultural, and linguistic needs of such students. We work on activating students' prior knowledge to stimulate student motivation, and determine where to start instruction as well as lay out the next steps. Some other strategies include: word associations, KWL charts, and anticipation guides. A print rich environment, grade appropriate texts or texts that are written for a lower reading level, high interest, low ability books, and bilingual glossaries are provided to support such students' learning. Additional small group instruction strategies used include: Total Physical Response, modeling, bridging, contextualization, and text representation.

b. Instruction for students who have been in the program less than three years is presented using several modalities in order to address different proficiency level and different learning styles as well. Newcomers are paired with a highly proficient ESL student as learning buddy. The ELL student buddy helps the newcomer adjust to the cultural aspects of the school and expectations within each class. He acts as a mentor and tutor to the newcomer. Vocabulary development, visuals, repetition, and other scaffolding strategies are used to differentiate instruction and to move students from Basic Interpersonal Communication Skills (BICS) to Cognitive Academic Language Proficiency (CALP).

c./d. Students who have received ESL services for 4 to 6 years or have completed six years are eligible to receive Academic Intervention Services. This is provided for long-term ELLs, ELLs with special needs, and ELLs who need transitional support in academic areas. Students who exhibit inadequate growth on reading assessments receive additional minutes per day in literacy instruction using a reading intervention program focused on helping them achieve grade-level proficiency in each essential reading component like phonemic awareness, comprehension, etc. They are placed in flexible groups that change according to need and progress. Students are also provided with additional instructional time during extended day and after school. Problem solving is another way we use to support them as we implement Response to Intervention (RTI) model. Pair and group work is planned for long term ELLs to ease their frustration and to further support their understanding. Sharing in small groups develops their listening and speaking skills as they gain confidence and prepare to share in a larger group. Pre-writing activities and thinking aloud while modeling for students is crucial to understanding and preparing ELLs for different tasks as we gradually increase the level of difficulty and higher order thinking skills.

e. Former ELLs are supported using differentiated instruction, and small groups. Using multiple sources for information gives former ELLs a chance to access information using different modalities. They continue to build their academic language through emphasis on learning vocabulary in context. They are also entitled to use dictionaries for word-for-word translations on state exams for the first two years after they score proficient.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Regular monthly meetings are held between the re-identified students' classroom teacher, the ESL teacher working with that student's grade levels directly, and the assistant principal responsible for that student's grade level to review and discuss the student's progress. If declining grades are noticed, additional support structures and strategies are put in place with results checked at the next meeting. Further decline will result in the child's parent being contacted and a meeting arranged to discuss next steps. The ESL teacher and a content area teacher are assigned to manage the initial and re-identification process.

8. 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 same ELA and Math curriculum is used for students with disabilities. This curriculum is modified and scaffolded to fit the needs of ELLs with disabilities. An RTI program is in place to target specific needs of students.

In order to differentiate instruction for the ELLs, our school has several programs in place that provide supplementary support. Texts that better assist students in learning core academic objectives will be used, in order to provide access to the key grade-level appropriate concepts in the curriculum. This assists our students strengthen their literacy skills and allows for differentiated instruction within the classroom. Cooperative learning, comprehensible input, technology, and current events to help students reach and exceed their reading and writing levels. In addition, our school uses Lexia, another program that assists students in the development of their phonemic awareness, decoding skills, fluency, and spelling.

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

Differentiated instructional methods include the use of small groups and cooperative learning (with occasional one-on-one instruction), both of which seem to enhance inclusion, peer acceptance, access to the general education curriculum, and

Chart

improved student achievement based on classroom observation data. Additionally, teachers use guided reading and small-group instruction. They adapt instruction for ELL-SWD students. ELL-SWD students requiring accommodations (i.e. additional time for classroom tests/projects, etc) work directly with our IEP coordinator, who has a schedule which has been programmed to allow for flexibility to work with these students when needed. Some of our ELL-SWD students are mainstreamed for certain subjects and some others attend a research writing class with non-disabled peers.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**

*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	<b>2 units of study per week</b> (360 min.)	<b>2 units of study per week</b> (360 min.)	<b>1 unit of study per week</b> (180 min.)	<b>1 unit of study per week</b> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

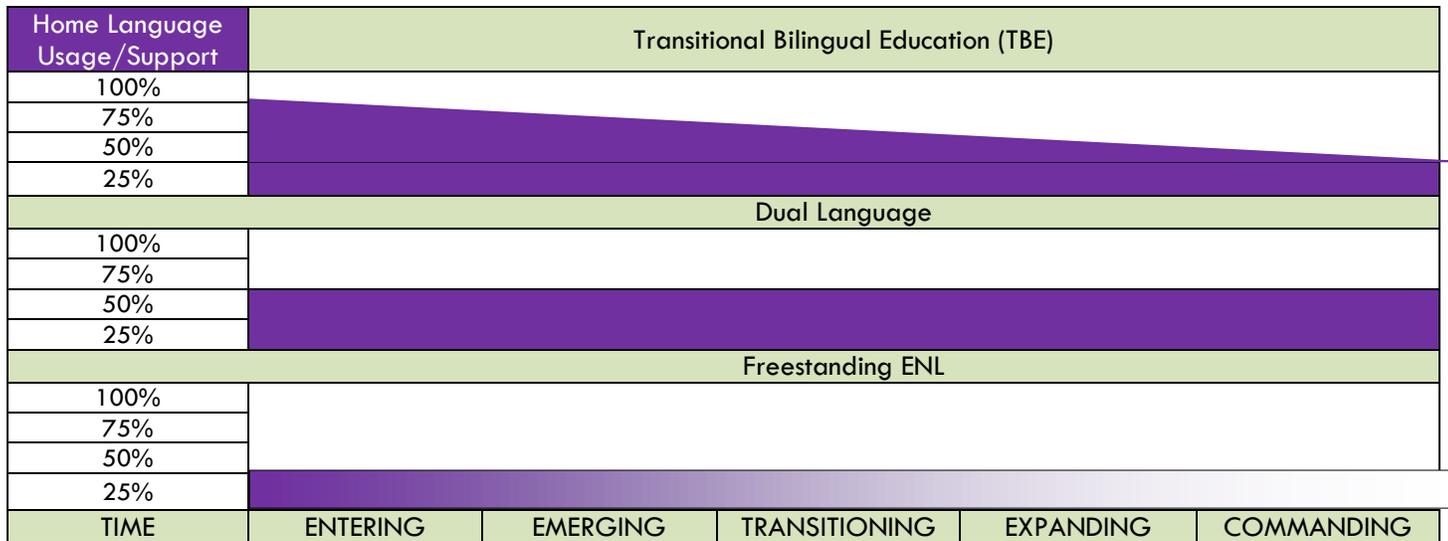


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. After school classes and tutoring in ESL, ELA, Math, Regents Preparation, Science and Social Studies are offered to support the transition of ELLs. Bilingual dictionaries and visuals are used in content area classes to support content comprehension and mastery. Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Beginners and Intermediate ESL students takes place between 3:15 P.M. to 4:15 P.M. Monday-Friday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We also offer a Saturday Enrichment Program in which the ESL teachers utilize a balanced literacy instructional approach. Reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students work through author, genre, and thematic studies. The beginning and intermediate ELL students will focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester. Native language support is given to the students through the teacher who is bilingual or classmates.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
Our current program has been very effective so far. The NYSESLAT results showed that our students made tremendous progress in all four modalities. 1/3 of our students tested out while others showed tremendous progress. Our program is designed to meet the needs of every student. Although most of our ELLs read at different levels, even at the lowest reading level, the material we use to teach our students is high-interest and relevant to middle and high schoolers, and often has a focus on culture, current events, and social issues. With literature selections that focus on multiculturalism and diversity, the ESL teachers help to support ELLs by increasing comprehensible input through a variety of ESL methods and teaching techniques. Even the simplest of picture books may be repositories of rich content, which can lead to discussions relating to the students lives. Lessons on content and vocabulary based on these books can lend themselves to projects that push the learner into greater self-expression, analysis, and application of English within the four ESL modalities.
12. What new programs or improvements will be considered for the upcoming school year?  
For the upcoming year we are considering block periods to accommodate the students at the entering level. RTI program will also be expanded.
13. What programs/services for ELLs will be discontinued and why?  
N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
Our ELLs are afforded equal access to all school programs. Intervention Services are provided for all of our English Language Learners. The Extended Day/ After-School Program for Beginners and Intermediate ESL students takes place between 3:15 P.M. to 4:15 P.M. Monday-Friday. Here, these students receive additional support in the four modalities of reading, writing, listening, and speaking. We also offer a Saturday Enrichment Program in which the ESL teachers utilize a balanced literacy instructional approach. Students participate in 90 minute literacy blocks which contain a reading and writing workshop. These reading and writing workshops are comprised of independent reading, a mini-lesson, an active engagement, a work period and a closing. The Advanced ELL students will work through author, genre, and thematic studies. The beginning and intermediate ELL students focus on the skills of reading, writing, listening, and speaking through the use of thematic units of study. In addition, all ELL students are offered after school and Saturday programs in ELA, Math, and other content area subjects. They also participate in all extra-curricular activities and are members of all school clubs. All ELL students will also be offered a NYSESLAT preparation course after school in the spring semester.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
Every ELA, ESL and Social Studies classroom is equipped with a classroom-leveled library. Each classroom has a smartboard for teachers to help with visualization and reading, as well as laptops equipped with language acquisition and acceleration programs to be used in ESL classes. CMSP 327 recognizes that ELLs require specialized materials. The ESL teachers use books that are rich in content to promote language and conceptual development, and they are made accessible through the pictures or the print so that students at all levels can benefit. The ESL teacher uses large visuals, graphic organizers, and other materials essential to making content comprehensible. The Inside textbook series has an interactive technological component and we also use Achieve 3000, Lexia, and Rosseta Stone to help students in their language development.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
In our Free-standing ESL program, our ELLs receive native language support through the use of bilingual dictionaries and bilingual content-area glossaries. Our special needs ELLs also receive additional native language support through the inclusion of bilingual paraprofessionals in their classroom.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Our required services support and our resources correspond to our English language learners' varying ages, grade levels, and different levels of language proficiencies. Our ESL students are supported through required services in their content area subjects and content area instruction in the classroom by both the ESL teacher and classroom teacher. All ELLs are offered standard-based instruction according to their age and grade level. Regents skills classes for Regents exams required in the high school grades are offered to the entire student body including ELLs.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
To assist our ELLs in their transition from elementary school to the middle school and from middle school to high school, the Comprehensive Model School Project organizes a Summer Orientation event in July in which newly enrolled students learn to acclimate themselves to the school community through team-building activities and a tour of the school. The Principal addresses ELLs during an assembly in which required testing, graduation requirements, and ELLs' right to extended time during testing are emphasized. In addition, students are assessed, and, using the results of these assessments, students with the lower scores are enrolled in a three-week Extended Summer Program in which they receive intensive instruction in ELA/ESL and Math.
19. What language electives are offered to ELLs?  
Currently our school offers Spanish for 8th grade and high school students.
20. For schools with dual language programs:
- What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - In which language(s) is each core content area taught?
  - How is each language separated for instruction?
  - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
All of our ELL personnel and teachers of ELLs are highly encouraged to attend and participate in numerous professional development seminars intended to provide additional support and knowledge regarding the instruction of our ELL students, and all students throughout the academic school year.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
At CMSP 327, we hold weekly administration-initiated and/or teacher-initiated professional development workshops for all teachers. In addition, our ESL teachers frequently attend professional development seminars and workshops related to ESL curriculum and instruction throughout the academic year.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
This year we are focusing on Questioning and Discussion, RTI and SIOP training in many of our professional development seminars. Throughout the 2015 - 2016 school year, our ESL teacher will receive professional development in effective ESL instructional practices inhouse and outside the school building courtesy of our CFN. Similar PD opportunities will be accessible to general education teachers as well.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Through horizontal and vertical lesson planning collaboration, teachers will have the opportunity to share best common practices-to best serve our ELL populations. 15% of professional development hours will be provided for all teachers, and 50% for the ENL/ESL teacher which will be specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction for ELLs. Staff development began in September 2015. The ESL teacher will provide the training for all classroom and special education teachers. The topics to be covered are as follows:

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

The topics chosen will help classroom teachers address the needs of ELL students in their classrooms. Ms. Hasandocaj will have a signing sheet at each training to record the attendance and will store these records. In addition, the ESL teachers will continue to attend professional developments offered by BETAC or the Office of Language Learners as well as monthly ELL Liaison meetings, which are facilitated by our CFN. The school administrators fully support all the ELL teachers and all personnel that work with ELLs. They have made success for ELLs a central issue in school, and they have made sure that the ESL program is well understood by all the staff. They make sure ELLs have access to the full resources of the school. To accomplish this our school has created a cross-disciplinary schoolwide team that includes the ELL teachers, content-area teachers who teach English language learners, the guidance counselor who specializes in the needs of ELLs, key school administrators, parent coordinator, and other staff. Such team has a common planning period and meets regularly to align curriculum; plan integrated, cross-content projects; address student concerns; and monitor student progress. School support staff (the librarian, social worker, technology leader, and so on) attend some meetings to ensure that ELLs have access to an array of learning resources and services.

### C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

At Comprehensive Model School Project 327, we realize the importance of a strong home and school partnership. We work diligently to ensure that parents are involved in our school. Parents are part of our Leadership Team. Our Parent Coordinator and Parent's Association President collaborate to increase parent involvement. Parents participate in different activities organized by the school or the Parent Association such as meetings, parent-teacher conferences, workshops, school functions, homework assistance/tutoring, home educational enrichment, decision making, and other aspects of our school governance. etc. Some of them volunteer to chaperone on trips, field days, school dances, and other festivities.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

A binder is kept with all the flyers and attendance sheet from the parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The parent can arrange a meeting at any time to talk with the ESL teacher about progress and goals for the student. We evaluate needs of parents through surveys and questionnaires in both English and Spanish. This year in order to enhance student literacy development we will provide a series of literacy workshops that actively engage parents in working directly with their children on literacy activities, e.g., teaching parents reading and writing strategies so that they could support homework assignment/projects at home. Another workshop we like to provide to the parents is teaching them how to use New York City as a resource. We will provide trips to expose parents to the rich resources available to them as being residents of New York City, e.g., museums, public library, Broadway theaters etc. By attending these workshops parents will be able to become more involved in helping their children improve their school work.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
NO.

5. How do you evaluate the needs of the parents?

We make sure that the activities are based on parental interest gathered from surveys and questionnaires in both English and Spanish.

6. How do your parental involvement activities address the needs of the parents?

Parents of ELLs are oriented to the programs we offer as well as programs offered by the NYCDOE. They are informed of the ELL policies as well as assessments, state standards, and school expectations and policies. We communicate regularly with parents through our monthly school calendar and PA meetings. The concerns of all parents are openly discussed during monthly School Leadership Team meetings as well. Workshops are also conducted for the parents of ELLs to address their concerns. Bilingual staff is in attendance to provide translation. Parental notification of non English speaking parents is done through school personnel as mentioned above. The Principal's communications regarding rules, regulations as well as school information is done via translated memorandum. Our Parent Coordinator and the family workers who are on the school premises are available during the day for the Spanish speaking families. We also access the translation unit's services for oral translation over the phone for languages other than Spanish. In this manner we are able to communicate to our non-English parents and students. ELL parents receive phone calls and letters from the ESL teacher that inform about the after school program and the student's progress. The ESL teacher often uses an over-the-phone interpreter when calling parents.

### D. Additional Information

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

Paste response here: N/A



**School Name: CMSP327 School DBN:**

**Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alixandre Ricci	Principal		10/30/15
Tannis Sertima	Assistant Principal		10/30/15
Mercedelli Graciano	Parent Coordinator		10/30/15
Ornela Hasandocaj	ENL/Bilingual Teacher		10/30/15
	Parent		10/30/15
Stephanie Solano	Teacher/Subject Area		10/30/15
Caroline Rivera	Teacher/Subject Area		10/30/15
Philip Marcus	Coach		10/30/15
Roubi Eliopulous	Coach		10/30/15
Nancy Pichardo	School Counselor		10/30/15
	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

*Requirement under Chancellor's Regulations – for all schools*

DBN: **09x327**      School Name: **Comprehensive Model School Project**  
Superintendent: **Leticia Rosario**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

---

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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

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

-Parent Language Surveys which asks parents in what language do they prefer written and oral correspondence.

-Student Registration Form through informal interviews help us determine the language needs of our parents.

-The Language Allocation Policy (LAP) which contains information about ELLs by grade in each language group.

-The report of the place of birth (RPOB).

-327 Orientations where parents and students surveys are administered.

-Emergency contact cards parents write their language preference on it.

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

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

At this time 90% of our families needing translation services are Spanish speaking. Currently, there are 2 ELLs who speak Arabic, 1 French, 1 Africana, 1 Twi, 1 Yoruba, and 2  
These findings were reported to the school community at School Leadership Team meetings and Parent Association meetings.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

At CMSP 327, we provide written translation services in Spanish. Several members of the staff are able to assist with this effort including our Parent Coordinator and bilingual teachers, bilingual para-professionals as well as members of the Parent Association. The ESL teacher is also designated as the Language Assistant Coordinator. When the Language Assistant Coordinator is unavailable, a member of the bilingual staff will translate documents. For families needing translation other than Spanish, we connect them with other families in the school that speak the same language to translate communications. In addition, online translation devices are used to support the translation of all necessary documents. These documents include parent notifications, parent handbook, calendars, parent -teacher conference announcements, flyers, after-school program letters, Saturday school letters, NYS testing dates, parent math chapter letters, parent night announcements, permission slips, etc.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Similar to written communications that need translation, we will provide interpretation services for Spanish speaking families. A large number of staff members are available to provide this service, including our Language Assistant/ESL teacher, parent coordinator, a family worker, our school nurse, bilingual teachers, bilingual paraprofessionals, and school aides. All oral interpretation will be provided by our school staff whenever possible. Staff members will be tapped upon to provide this service depending on the nature of the matter. When interpretation is needed for a language other than Spanish parent volunteers or staff who speak that same language and English will support us. This will be especially important for the few families that need oral interpretation in a language other than Spanish. The Department of Education Translation and Interpretation Unit will be used if we are unable to provide specific translation services for an appropriate language. Signs are posted in the main office indicating the appropriate languages that are offered for translation services.

## Part C: Providing Language Assistance Services

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

We will ensure that all documents needing translation to parents are translated into Spanish. This will be achieved by staff members and the Language Assistant Coordinator. Written translation documentation will be retrieved by the DoE website for languages other than Spanish.

Translations of critical communications are provided in a timely manner in the following areas:

- Registration (admission, discharge, transfer)
- Standards and performance
- Conduct and discipline
- Safety and health
- Academic notices
- Parent notices
- Parent Handbook

Additionally, translated versions of “Family Guide” and “Parent Bill of Rights” are available in the main lobby and through the Parent Coordinator.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services are also provided for all Spanish-speaking families when necessary by members of the staff and by parent volunteers when staff members are unavailable. Oral interpretation services are provided to families needing these services in a language other than Spanish by parent volunteers or staff who speak the same language.

## Part D: Training Staff on Policies and Procedures

---

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

The parent coordinator and other staff involved with translation and interpretation are trained using the Translation and Interpretation Unit. They are aware of resources available to support such services for parents.

## Part E: Providing Notice of Language Assistance Services

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Parents whose primary language is other than English are provided with a copy of the Bill of Parent Rights and Responsibilities which include their rights regarding translation and interpretation services. To inform parents of available language services a sign is posted in the main office indicating the appropriate languages available for translation services.

**Part F: Monitoring and Quality Control**

---

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parents are made aware of the services offered at our school. Parents who want to receive language access services are encouraged to contact the school. Surveys are used to gather information on the services and/or needs that parent may have. The parent coordinator and PA members make sure that they communicate on a regular basis with parents and bring their concerns and/or requests to the school leadership meeting.