

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

11X462

School Name:

**CORNERSTONE ACADEMY FOR SOCIAL ACTION MIDDLE SCHOOL
(CASA)**

Principal:

JAMAAL BOWMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Cornerstone Academy for Social Action Middle School School Number (DBN): 11X462
Grades Served: 6,7,8
School Address: 3441 Steenwick Avenue, Bronx, NY 10475
Phone Number: 718-794-7970 Fax: 718-794-7981
School Contact Person: Jamaal Bowman Email Address: jbowman@schools.nyc.gov
Principal: Jamaal Bowman
UFT Chapter Leader: Dawnette Phelps
Parents' Association President: Indira Gopaulsami
SLT Chairperson: Tracy James
Title I Parent Representative (or Parent Advisory Council Chairperson): _____
Student Representative(s): _____

District Information

District: 11 Superintendent: Maria Lopez
Superintendent's Office Address: 1250 Arnow Avenue, Bronx, NY 10469
Superintendent's Email Address: Mlopez9@schools.nyc.gov
Phone Number: 718-519-2620 Fax: 718-519-2626

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
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)
Jamaal Bowman	*Principal or Designee	
Dawnette Phelps	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Tracy James	Member/Parent	
Millicent Fearon	Member/Parent	
Carlana Walker	Member/ Parent	
Tiffany Walton	Member/Teacher	
Daniel Mayo	Member/Teacher	
	Member/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	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.

The Six Elements of the Framework for Great Schools

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

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the 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.

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

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

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

This year, the element of the Framework for Great Schools our school made the most progress in is Rigorous Instruction. We implemented the i-Ready Diagnostic and Instruction system in Humanities and Math classes. Over the course of the year, the percentage of students on or above grade level in reading rose from 15% to 30%. In math, it rose from 11% to 33%.

For next year, we will continue to use i-Ready to monitor and improve student performance in reading and math. We will also focus more heavily on STEAM education through increased class time in science and a revised technology curriculum.

11X462 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	06,07,08	Total Enrollment	254	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	2	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	5
# Foreign Language	N/A	# Dance	5	# CTE	N/A
School Composition (2013-14)					
% Title I Population	72.9%	% Attendance Rate			91.4%
% Free Lunch	76.1%	% Reduced Lunch			6.9%
% Limited English Proficient	5.3%	% Students with Disabilities			21.9%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			61.9%
% Hispanic or Latino	34.0%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	3.2%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	5.34	# of Assistant Principals (2014-15)			N/A
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			23.2%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)			4
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	9.5%	Mathematics Performance at levels 3 & 4			18.1%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			24.7%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			100.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% 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					
Accountability Status – Elementary and Middle Schools					
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			N/A
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			N/A
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
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	NO				
Accountability Status – High Schools					
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.

Based on our analysis of student performance trends, we are approaching our target with regard to rigorous instruction. On the quality review, we were proficient in all of the double weighted indicators. Further, according to our school quality snapshot, we are meeting our target in terms of student progress on the state exam, whereas we are only approaching our target with regard to student achievement. I am proud to announce that we are also meeting our targets with regard to closing the achievement gap. Our strengths reside in our ability to make progress on the state exam, close the achievement gap, and not receive anything less than a proficient on the quality review. Our areas of focus that will be addressed in the goals and action plan section of this document include student performance, particularly on the state ELA exam and in improving the instructional core component of our school environment survey.

Part 2 – Annual Goal

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.

By June 2016, 20% of our students will be rated proficient or advanced on the 2014-2015 state ELA exam.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Continue to assign humanities teachers a reduced student teaching load.	All students/level one students on ELA exam	September 2, 2015 - June 30, 2016	Principal
Administration of a common core aligned curriculum.	All students	September 2, 2015 - June 30, 2016	Principal
Use educational software (i-Ready, iLearn) to provide individualized instruction.	Lowest Third/Highest Performing	September 2, 2015 - June 30, 2016	Principal
Revise and implement writing across the curriculum instruction.	All students	September 2, 2015- June 30, 2016	Principal

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>Resources from the common core library, ELA teachers have between 30 and 60 kids with consistent push ins, TIF support of writing across the curriculum, schedule laptop carts so that they are always available for differentiation and purchase and use the i-Ready platform.</p>											
<p>Part 4b. 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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p>Through i-Ready the school will administer one benchmark assessment and three diagnostic assessments and one end of year assessment to measure progress throughout the year.</p>

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.

Based on the most recent School Environment Survey, 36% of students responded that order and discipline are not maintained. This indicates inconsistency with discipline practices in the school. Presently, the school sets expectations that are enforced by teachers in the classrooms. When students become discipline problems they are referred to the SAVE room for intervention. Detention is held by teachers as necessary. This is mostly a punitive approach, which has mixed results. On the positive side, this sends a message to student that inappropriate behavior will not be tolerated. On the negative side, many students don’t learn from their punishments and repeat their negative actions. The primary needs to be addressed are (1) the perceived inconsistency of discipline practices and (2) the pattern of repeated inappropriate behaviors by some students. To address these issues, a restorative justice system, which aims to correct student behavior, will be developed and implemented.

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.

By June 2016, the school will implement a preliminary restorative justice system in the school.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Hire an additional guidance counselor to start by September 2015.	All students.	July 1, 2015 - September 2, 2015	Principal
Work with guidance department to develop a pilot restorative justice system in the school.	All students.	September 2, 2015 - February 26, 2016	Principal
Have students complete 2 restorative justice projects	All students.	December 1, 2015 - June 2016	Principal

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.											
The social worker, 2 guidance counselors, dean of students and principal will work together to create a restorative justice plan.											
Part 4b. 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 st 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.
<u>By January 2015, the school will review suspension, detention and other anecdotal data to assess the impact restorative justice practices have had on the school.</u>
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 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.

Presently, teachers collaborate through inquiry meetings and grade team meetings. They periodically share ideas and strategies for instruction. This year, writing across the curriculum was a big focus and was implemented in different ways in the humanities, math and science classes.

The school has traditionally focused more heavily on humanities and math than on science. Science is a part of the curriculum, but has not been given the same time and attention. In the ever-changing economy, the STEM field is becoming increasingly important and vital. Smartphones, tablets and computers have created a very connected world where technology literacy has become a lucrative commodity. Knowledge and skill in the science and engineering fields are also equally as important as they are always needed in society.

In light of this, the school staff will work together to strengthen and solidify the STEM curriculum in the school.

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.

By September 2015, the school will develop and implement a new project-based STEM curriculum. By June 2016, students will complete 4 STEM-based projects.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
Hire additional (3 rd) science teacher.	All Students	July 1, 2015 - September 2015	Principal
Develop and implement a new STEM curriculum.	All Students	July 1, 2015 - September 2015	Principal
Have teachers collaborate to develop relevant and stimulating STEM projects for students.	All Students	September 2, 2015 -January 15, 2016	Principal
Have students complete 4 STEM projects.	All Students	September 2, 2015 - June 2016	Principal

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<p>The three science teachers, along with the technology and math teachers will collaborate to design and develop STEM projects. Common planning time will be built into the schedule to allow science teachers to collaborate.</p>											
<p>Part 4b. 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 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p>
<p><u>During regularly scheduled department meetings, the science team will review their progress on implementing the curriculum and designing the projects. They will conduct and audit of their progress in January 2016 and again in June 2016.</u></p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

- 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.
- 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.

According to the most recent School Environment Survey, only 57 % of teachers felt their professional development experience has been sustained and coherently focused, rather than short-term and unrelated. Similarly, only 50% felt that the PD provided them with content support in their subject area. Conversely, 79% felt the PDs included opportunities to work productively with colleagues in the school.

This data reveals that the school is strong in providing PD that is collaborative but weak in providing PD that is relevant, focused, and long-term. These weaknesses are the areas of need to be addressed.

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–Effective School Leadership. 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.

By June 2016, the school will develop and implement professional development that is relevant, focused, and long-term.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The school staff will engage in meetings to identify potential PD needs.	All Students	September 2, 2015 - October 30, 2015.	Principal
An action plan will be developed to design and implement the appropriate PDs.	All Students	November 2, 2015 - November 20, 2015.	Principal
The program will be implemented and administered to the staff.	All Students	December 7, 2015 - June 30, 2016	Principal
The PD program will be monitored, evaluated and revised as needed.	All Students	December 7, 2015 - June 30, 2016	Principal

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.										
The school principal, along with the department chairs, will conference with Generation Ready to assess the PD needs of the school and help implement the program.										
Part 4b. 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 st 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.
Department chairs will conduct periodic reviews of the PDs and make adjustments as necessary.

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.

This year the school has taken on several initiatives to build stronger ties between families and the community. In November we hosted a Thanksgiving potluck, where parents helped out. We coordinated and hosted an event in January with Google on Dr. Martin Luther King, Jr. Day. Students, parents and some community partners participated. In June we hosted the Bronx Education Conference, where teachers from around the Bronx were invited for workshops.

Our school has gotten stronger in participating in the larger community through these events. For the next school year, we will focus on improving student well-being.

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.

By June 2016, the school will engage in at least 3 meetings with mental health professionals from Montefiore Medical Center to develop strategies to improve the availability and effectiveness of wrap-around services for students.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Conduct initial meeting with medical professionals.	At-risk students	September 2, 2015 -December 18, 2015	Principal
Begin to develop plan for wrap-around services	At-risk students	January 4, 2016 - March 25, 2016	Principal
Conduct second and third meetings with medical professionals.	At-risk students	January 4, 2015 - May 27, 2016	Principal
Develop plan for wrap-around services to be implemented for the 2016-2017 school year.	At-risk students	September 2, 2015 - June 30, 2016	Principal

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.											
The principal, social worker and guidance counselors will coordinate meetings with the medical professionals and help to draft initial plans for wrap-around services.											
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 st 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.
<u>The principal will check up on the progress of this plan in December, January, May and June.</u>
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.)
English Language Arts (ELA)	Level 1 on state exam	Writing practice, reading comprehension practice.	Small group pull out and push in	During the school day
Mathematics	Level 1 on state exam	Basic skill review and drills. I-Ready targeted instruction.	Small group pull out and push in	During the school day
Science				
Social Studies				
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)				

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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.					
X	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
The school will collaborate with Generation Read to provided targeted, long-term professional development.

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. 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 consolidated². **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	181,390.00	X	9, 11, 13, 15, 17
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,648,453.00	X	9, 11, 13, 15, 17

¹Explanation/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.

²The **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) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **Cornerstone Academy for Social Action Middle School** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Cornerstone Academy for Social Action Middle School** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC) Template

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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

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 Jamaal Bowman	Assistant Principal N/A
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher none	School Counselor Lisa Silverman
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Tara Rosario-Webb
Related-Service Provider type here	Borough Field Support Center Staff Member type here
Superintendent Meisha Ross-Porter	Other (Name and Title) type here

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	0	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	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]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	252	Total number of ELLs	8	ELLs as share of total student population (%)	3.17%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) 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 type="checkbox"/>	10 <input type="checkbox"/>	11 <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	2
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									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	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	5	0	1	1	0	1	0	0	0	6
Total	5	0	1	1	0	1	0	0	0	6

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**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
TOTAL	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
TOTAL	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): _____

Number of students who speak three or more languages: _____

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							1	3	1					5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French									2					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other wo							1							1
TOTAL	0	0	0	0	0	0	2	3	3	0	0	0	0	8

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

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT AND 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														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1				1
7	2				2
8	1				1
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	1								1
7			2	2					4
8	1	1	2						4
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)								
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 CASA Middle School we use the Web based program I-Ready to assess the reading skills of all our students across the grades and the ELL Periodic Assessment. The I-Ready program gives diagnostics test. Based on these diagnostic assessments, the program provides individual lessons for students according to the level they are on. As part of the ENL program, we administer test twice a year: in the beginning of the school year(baseline) and mid year. We administer the assessment so that we can create individual learning plans for ELL'S GRADES 6 - 8. The students are assessed in four modalities and the plan indicates how the student performed in each modality and how to support the student. The plan is used to support each student across each content area in the four modalities. Based on the results of these assessments we identify the needs of each student, which enables us to provide focused targeted instruction to support them in foundational skills to develop phonemic awareness and fundamental literacy skills for beginners. Intermediate and advanced learners are supported via intervention strategies in all content areas and mini lessons using ENL methodologies and strategies, such as graphic organizers and the use of technology. The data at CASA 462 reveals that ELL students performance in reading and writing score lower than in listening and speaking.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 According to the data patterns across [proficiency levels and grades, ELL's continuously score higher in the listening and speaking sections. While most of our ELL's have demonstrated progress in reading and writing scores, they continue to struggle in these areas. It was found in the NYSITELL that newly enrolled students are entering the educational system with no prior knowledge of the English language orally or written form.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 All instructional decisions are based on the needs of our students. Our school is currently using the web based program I-Ready, Ell periodic and NYSESLAT and NYSITELL Scores and the AMAO tool to make instructional decisions. The ENL teacher and classroom teacher work collaboratively during a common planning time to provide the necessary scaffolds and strategies needed to support the instructional needs of the ELL's. The Data at CASA 462 reveals that intermediate and advanced students require most help in reading and writing. To assist in meeting these needs, students are placed in small group instruction during literacy and other content areas.

Beginners are provided with translators and "buddies" who speak the same language to assist in translation. Teachers work closely with the ELL teacher to provide differentiated instruction and scaffold.

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

4b&c. Teachers and administrators use the results of the ELA and Math assessments(including NY State Assessments, Periodic Assessments, and Unit Tests) to identify areas to reteach and create fluid groups within the class for small group guided reading and math instruction. Consistently analyzing data is a focus and a trend at CASA 462. These assessments provide teachers and administrators the progress the ELL students make throughout the year. It addresses the needs of the students and informs us as to whom is progressing and what needs to be retaught or needs clearer modification.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] At CASA Middle School we use data to guide instruction for ELL's within the RtI framework by using the data collected from various assessments and collaboratively working together(teachers, administrators and service providers) to create an instructional plan for the linguistically diverse student. Within the classroom, students are provided with scaffolding and ENL methodologies to access curriculum and also placed in targeted small groups based on their needs. When students are specifically identified as struggling, additional supports are put in place such as: Extended day RtI groups and targeted small group instruction. When students continue to demonstrate a struggle, then they are presented to the team to devise a plan for improvement. If a student demonstrates persistent difficulties and challenges despite additional, high quality interventions and supports over a period of time, the student is presented to the Pupil Personnel Team for further targeted support and or special education evaluation services.
6. How do you make sure that a student's new language development is considered in instructional decisions?

At CASA Middle School we use effective instructional strategies for English Language Learners and consider new language acquisition as we develop and deliver our academic instruction. Our ENL Coordinator carefully reviews students child's educational history and gathers information from parent on cultural background to make instructional decisions. Our instructional strategies include: scaffolding and ENL methodologies to help our ELL's access the curriculum. The Spanish LAB is administered to Spanish speaking ELLs who score below the cut score on the NYSITELL upon being admitted into the NYC school system. Additionally we provide, glossaries, bilingual dictionaries, program consumables in native language (when available), literature in L1, and use of technology for various reasons.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the 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?

We currently do not have a Dual Language Program.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

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

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.

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

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).

At CASA Middle School 462 when a student is enrolled a Home Language Identification Survey is completed for the student. During the survey if there are indicators that a student is a SIFE, an oral interview questionnaire is administered by the ENL Coordinator/Teacher. The Literacy Evaluation for Newcomer SIFE (LENS), is administered for students with a home language other than English. The New York State Identification Test for English Language Learners (NYSITELL) is administered within 10 days of enrollment. The ENL Coordinator reviews the Home Language Survey, LENS, NYSITELL and student work and indicates initial SIFE status in the Department of Education's data collection system no later than 30 days from enrollment.

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).

Students who enroll at CASA 462 and are indicated as an ELL based on the Home Language Survey but have an IEP are referred to the Language Proficiency Team (LPT). The Team consists of the ENL Coordinator/Teacher, Parent Coordinator, Guidance Counselor, Subject Area Teacher, IEP Coordinator, Principal and Parent. The LPT reviews evidence of the student's language development via Home Language Survey, and prior school documents if available and recommends if the student should take the NYSITELL Assessment. After review of the NYSITELL, ELL status is determined and the identification process continues as with all students. In the event that the family needs a specific language translator, a translator is contacted and if one is available, they will assist with the HLS. If there are indicators on the Home Language Survey that a student is a SIFE, an oral interview questionnaire is administered by the ENL Coordinator/Teacher. The Literacy Evaluation for Newcomer SIFE (LENS), is administered for students with a home language other than English. The New York State Identification Test for English Language Learners (NYSITELL) is administered within 10 days of enrollment. The ENL Coordinator reviews the Home Language Survey, LENS, NYSITELL and student work and indicates initial SIFE status in the Department of Education's data collection system no later than 30 days from enrollment.

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.

Once the NYSITELL is scanned and scored, the ENL Coordinator/Teacher begins to work on entitlement and non-entitlement letters for parents. Letters are backpacked to families informing them of program placement, continued entitlement or non-entitlement. A phone call is made to the parent by the ENL Coordinator/Teacher to inform them that the letter is being sent home with child. Letters are translated into the available languages offered by the Department of Education. If a parent speaks a language that is not offered, the letters are sent home in English. These letters are sent home within five school days after the NYSITELL has been scored.

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).

During the beginning of the school year parents of ELL students are invited to attend the ELL Parent Orientation, which is facilitated by the ENL Coordinator/Teacher and the Parent Coordinator. During the orientation, parents are informed of the program selections, entitlement letters and the right to appeal and request a Re-Identification process within 45 days of enrollment. In the event that a translator is needed, one will be provided via school staff or DOE's Translation and Interpretation Unit. Documentation provided during the ELL Orientation are translated in all available languages. In the event, that there is a parent who could not make it to the ELL orientation, the ENL Coordinator reaches out by phone to have parent come in on an alternate date to receive any and all information discussed during the orientation. The ENL Coordinator/Teacher keeps a copy of the letters in a Binder and a copy is placed in the student's cumulative record which are kept in the main office.

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.

CASA Middle School 462 promotes parental involvement encouraging parents to become active participants in their child's education. All parents of newly enrolled and former ELLs are invited to attend a parental workshop, given in the Fall and Spring or as the need arises. The workshop is presented by the ENL Coordinator and Parent Coordinator within 10 days of entering the NYC school system, in which they view the video in English and then the parent's native language, explaining the programs available to them through the Department of Education. Parents are given the opportunity to learn the procedures used in the identification and placement of new ELL students in NYC public schools. The parents are notified of these meetings during registration and a letter is sent by backpack in several languages, to notify them.

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

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

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 ENL Coordinator files the Program selection form and parent survey that was completed during the ELL parent orientation. The ENL Coordinator/Teacher keeps an updated list making periodic adjustments to ensure that all identified ELL students a signed entitlement letter and the placement letters are kept on file in a binder. These files are kept in the ENL Coordinators office. The ENL Coordinator updates these lists by making periodic changes of all new admits, making sure the program selection forms and letters are signed during orientation. At CASA Middle school 100% of entitlement letters are signed and dated. Parents who select a program other than the program that is offered at our school, are given the option of: the ENL Coordinator/Teacher or the Parent Coordinator reaching out to schools that have the program they have selected and finding placement for their child, or being placed on a list for Transitional Bilingual or Dual Language classroom and once there are enough students to create the class in the school, placing their child in that class. All correspondence are provided in parents preferred language when indicated by parent.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Letters are sent home to families informing them of the ELL parent orientation. During the orientation parents are informed of the program selections and The ENL Coordinator ensures that program selection forms and letters are signed during the orientation. In the event, that a parent does not make it to the ELL Parent Orientation, the ENL Coordinator contacts the parent directly to arrange an alternate date for the parent to come in and meet with her and sign the program selection form and entitlement letter. All letters are provided to parents in their preferred language when available.
9. Describe how your school ensures that placement parent notification letters are distributed. Letters are backpacked to families informing them of program placement, continued entitlement, or non entitlement. Letters are translated into the available languages offered by the Department of Education and sent home. If the family speaks a language that is not offered, the letters are sent home in English. Tranlation services are used whenever possible to accommodate families.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL Coordinator/Teacher maintains a spreadsheet documenting all of the letters sent pertaining to the ELL identification process in the Home Language Identification Survey Binder, which includes Entitlement letter, Continued Entitlement Letters, Home Language Surveys, Parent Survey and Program Selection Form and Non Entitlement Letter. Copies of all of the letters and surveys are kept in the binder and a copy is placed in the student's cumulative record.
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 ENL Coordinator/Teacher prints out all eligibility for the NYSITELL and NYSESLAT using reports from ATS each Monday Identifying new admits eligible for Testing. The ENL Coordinator/Teacher tests the students within the 10 school day period frame, hand scores it, and keeps a record of each student. For the NYSESLAT, the teacher prints out the RLAT and RMNR reports to identify students who are taking the assessment. The teacher then creates a schedule to administer each modality(Listening, Speaking, Reading and Writing) within the testing time frame and in accordance with the state testing schedule, making ample time for make-ups for each section of the test. All students are accounted for and tested within grade bands. Students with an Individual Education Plan(IEP) are provided with the appropriate testing accomodation. A checklist is created to monitor that all ELLs were tested on each modality. Those students who were absent during the initial testing dates are scheduled to make up the exam. The NYSESLAT written portion of the tests are scored using a team of eligible teachers within the school. All scores are transferred onto the appropriate grid and packaged scanning.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

Based on the results of the spring NYSESLAT results continued entitlement letters and transitional support notification letters are generated. The ENL Coordinator/Teacher calls parents individually informing them of child's placement, transitional support and/or continued entitlement as ELL's and that letters are being sent home. Letters are backpacked to families informing them of program placement, continued entitlement, or non entitlement. Letters are translated into the available languages offered by the Department of Education and sent home. If the family speaks a language that is not offered, the letters are sent home in English. Translation services are used whenever possible to accommodate families.

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).

It has been a trend at CASA Middle School 462 that parents have chosen the Freestanding ENL Program as their option. Of the 7 students identified as ELLs, all parents chose the ENL program opposed to the Bilingual and Dual Language programs. The majority of our students have been placed in ENL from the previous years and still are eligible for services to remain in the program. Our ENL freestanding program is fully aligned with parental requests.

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.
The ENL program at CASA Middle School 462 uses the push in/pull out model and students are placed in groups according to their proficiency level. A certified ENL teacher provides students with the appropriate mandated hours of instruction. Students at the beginning and intermediate level of language proficiency receive the mandated 360 minutes per week and the students in the advanced level receives 180 minutes of ENL instruction.
 - b. TBE program. *If applicable.*
CASA Middle School 462 does not have a TBE program.
 - c. DL program. *If applicable.*
CASA Middle School 462 does not have a Dual Language Program.
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)?
The ENL Teacher instructs using the Free Standing model push-in and pull-out and provides two units of ENL (360 minutes) and five periods of ENL instruction per week to Beginner and intermediate ELLs, by a certified ENL Teacher. Students in the advanced level receive one unit (180 minutes) and five periods of ENL instruction as part of the CR Part 154.
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 CASA 462, content areas are delivered in English with classroom and enrichment teachers using ENL methodologies throughout the day. The ENL program at CASA Middle School 462 increases the students language acquisition in a non threatening environment through listening, speaking, reading and writing activities. Some instructional strategies that the ENL program employs are the SIOP, Language Experience Approach, CALLA, TPR (Total Physical Response), Peer Tutoring, Cooperative Learning. In the classroom adaptations to ELLs have been added to our curriculum to support students learning. Instruction is differentiated, scaffolded, along with Higher Order Thinking Skills (HOTS) which are incorporated across the content areas to make it accessible and comprehensible for all students when applying rigor for the ELLs. Our school curriculum is based on the Balanced Literacy approach (Expeditionary Learning) implemented in the classroom and a literacy block of time is used to deliver instruction via the Readers and Writers Workshop model. The materials used in the ENL program Achieve 3000, Keystone, Keys to Learning, Finish Line in ELA and Math, Bilingual Dictionaries, Thesaurus and glossaries for Math and Science. ELLs also use Smartboard interactive whiteboard activities ranging from educational games to formal assessments. Supplemental resources teachers use are websites,

such as spellingcity, wowzwers, readworks, newsela.com, ten mark, google translate(native language support) and various ELL sites to provide additional support in deeper understanding of academic vocabulary and non-fiction text. Additionally, we have a music program as well as physical education for all learners. After school, we have over three extra curricular clubs that allow ELLs to participate with their native English speaking peers, while developing academic vocabulary that connects to content areas as well as basic vocabulary skills for social use.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
ELLs are evaluated in their home language when possible. Our ELLs are able to take the Spanish LAB and the state mathematics exam in Spanish. Translators are available to support our students during the state math and science exam. Spanish speaking students have access to literature books, math materials, bilingual dictionaries, and content area vocabulary glossaries when being assessed on local and state levels. ELLs who speak languages other than Spanish have access to bilingual dictionaries and content area vocabulary glossaries as well. We provide our students with translators when necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
At CASA 462 ELLs are evaluated in all four modalities (speaking, listening, reading and writing) of English acquisition throughout the school year by being evaluated on peer editing, demonstration, debates, modeling, following instructions and writing reports. All students are assessed using NYSITELL, unit tests, exit tickets, I-Ready, running records, NYSESLAT and ELL Periodic Assessment. Teachers target students specific instructional needs using the four modalities and are used to drive instruction.
6. How do you differentiate instruction for each of the following ELL subgroups?
- SIFE
 - Newcomer
 - Developing
 - Long Term
 - Former ELLs up to two years after exiting ELL status

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

- Currently we have no SIFE students at CASA 462.
 - Currently we follow the push-in/pull-out model, therefore, our ENL teacher provides our newcomer students with in classroom supports. Lessons are made comprehensible with the infusion of visuals, picture dictionaries, content glossaries, scaffolding strategies, computers, small group instruction, and individualized support. Since all teachers meet collaboratively for curriculum planning on the grade level teams and work together to analyze collected data, student needs are addressed and revised on an ongoing basis. For our students who are recent arrivals our ENL teacher provides them with additional supports in small groups outside of the classroom using the Keys to Learning for Newcomers program and Wilson Foundations.
 - ELLs receiving services for 4-6 years receive in classroom supports from ENL teacher similar to that of the newcomers. In addition to the in classroom supports, ELL students also receive additional English Language Arts support in the form of Academic Intervention Services (AIS-pull-out-program) which is a literacy intervention program. ELL students are provided with small group instruction that consist of guided reading/ strategy groups, word study and writing in literacy and scaffolded math support that incorporate supplemental math materials.
 - Long term ELLs are provided with classroom support and AIS. After assessing the student, should he/she requires additional supports we will plan accordingly.
 - The plans for ELLs after testing proficient, is to provide them with small group instruction, continued ENL methodologies and AIS support across content areas. Additionally, they are provided with test modifications for the remaining two years.
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.
- Once a student has been re-identified as an ELL or non ELL through the appeals process the school ensures that the students academic progress has not been affected. We begin by reviewing all documents related to the re identification process as well as, review student's work and the Home Language. The ENL Coordinator will also meet with teachers to determine whether academic progress has been affected and work with the teachers to provide any additional support needed to keep student progressing and if necessary recommends to the Principal, that the determination be reversed within 6-12 months after the re-identification has been determined. If the principal's decision is to reverse the ELL status, he/she will consult with the superintendent or his/her designee. A final decision notification will be sent to parent/guardian in writing in Parents preferred language.
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 classroom teacher, the special education teacher, and the ENL teacher work together to ensure that the educational needs of these students are addressed both in terms of their goals on their IEPs and goals set and based on NYSITELL and/or

Chart 5.1 NYSESLAT results. ELL adaptations have been added to the curriculum to enhance the instruction for ELLs. Instruction is scaffold and writing through mini lessons using strategies such as: think-alouds, KWL charts, graphic organizers, think-pare share to build schema and accountable talk prompts. Vocabulary is introduced and supported through pictures and realia when texts are previewed. Wilson Foundations is also used to provide students with explicit targeted phonics instruction. Students also participate in extended day program which provides them with additional supports to improve their linguistic and academic abilities. The IEP Coordinator reviews an ELLs IEP(if applicable) and ensures that the student receives all mandated services indicated. If a student's IEP mandates bilingual instruction accommodations are made to provide the appropriate program.

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?

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

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)	2 units of study per week (360 min.)	2 units of study per week (360 min.)	1 unit of study per week (180 min.)	1 unit of study per week (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.)	
Chart 5.2		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(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. 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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

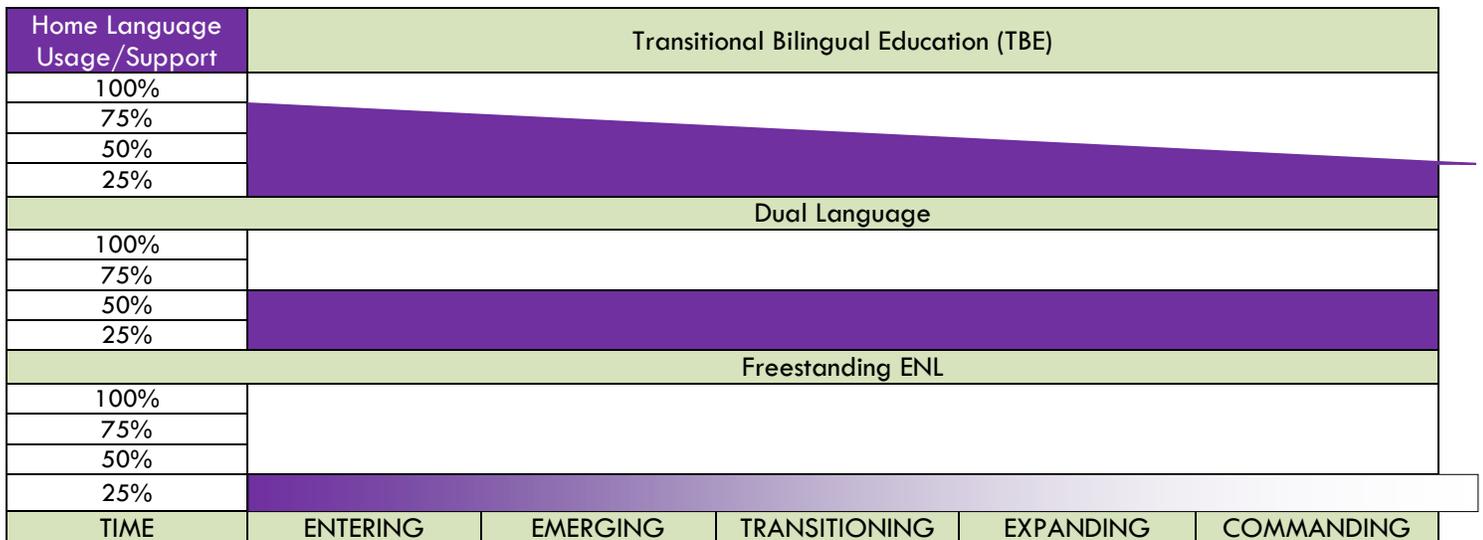


*Note: “other approved services” does not apply to New York City at this time.

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. Setting clear goals for ELLs is vital to their academic success and achievement. ELL students are held to the same high standards and expectations promoted and aligned within the Common Core Learning Standards. Developing and assessing their needs while maintaining high performance standards and expectations is the core of the Principles of Learning, essential to the development and academic achievement of ELLs. Instructional materials have been aligned with the Principles of Learning, guided and organized by the New York City Department of Education, which ensures a learning environment of differentiated instruction. Interventions implemented in ELA during the mandated school day are, small group, differentiated and explicit instruction. The use of organizers, sentence frames, vocabulary boxes, and educational websites such as Teen Biz and Discovery Education(personal accounts) are used to support the learning. In Math, math organizers, mats and manipulatives are used during instruction. The students have access to their own personal Ten Marks account, a math practice, instruction, assessment, and intervention tool used across the grades and additional use of other academic websites are used to drive instruction aligned with Common Core Math. Academic Intervention Services (AIS) provide additional remediation and support for ELLs to attain a higher level of academic achievement and success. This year we have one AIS provider who supports student learning. ELLs who are identified as needing additional help in literacy and mathematics are provide with AIS support along with the ENL teacher. All ELL students in grades 6-8 participate in Community Circle Assembly every Friday, hosted by the Principal and their peers to actively encourage academic support. ELLs also participate in the Seven Habits of Highly Effective Teens program which promotes to create more independent and effective habits in academic and life long learning.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As mentioned before, the ELLs have made linguistic progress from 6-8th grade. Out of 7 students who took the NYSESLAT one met proficiency level, two made growth within advance level, one increased a level from intermediate to advanced, one had minimal drop in score and the rest were new beginners as of the new year. In accordance to this data, progress is demonstrated and ENL instruction is meeting the needs of our ELL population.
12. What new programs or improvements will be considered for the upcoming school year?
For the upcoming school year CASA 462 plans to incorporate a computer based program, I-Ready to provide additional academic support. The program offers individualized lesson plans according to benchmark assessment. The progra offers extra reading, and writing strategies for ELLs, via scaffolding, modified lessons and scoring.
13. What programs/services for ELLs will be discontinued and why?
Fiscal budget works against the favor of ELLs. CASA 462 is not a Title III and is not receiving any allocated amount for supplementary programs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs, curricular and extracurricular. ELLs are invited to participate in Afterschool academic program. Special Education Teacher Support Services (SETTS), if they are in General Education Program but is identified as having educational needs directly related to a disability. Additional support from Guidance Counselor and Social Worker is provide to ELLs. ELLs are afforded opportunity to participate in all school activities, such as, student government, field trips, book club, arts, music, and Holiday presentations. Letters are sent home to parents informing them of these activities to encourage their child to take part in. Letters are translated in the students' native language when possible.
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.
Instructional materials used at CASA 462 are computers, Smartboards, laptops, textbooks, workbooks, dictionaries in students native language, thesaurus, novels (when possible in native language). Lveled libraries are used to support instruction and allow for diffeentiated learning for the ELLs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Home language support is delivered in the ENL Freestanding Program by providing use of dictionaries in their native language, novels and when possible, oral translation by either "buddy" student or teacher.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
At CASA 462, all required support servcies, materials, and resources corresponds to the ELLs ages and grade levels. In each classroom they are leveled books to meet the needs of the students(Beginner-Proficient). We also provide students, especially new admits, with a desktop dictionary in their native language for clarification during lessons. We also use the CASA Elementary School library for additional use of resources.
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).
Before the beginning of the school year, newly enrolled ELLs are invited to attend summer school, if space is permitted.

19. What language electives are offered to ELLs?

At CASA 462, no language electives are offered.

20. For schools with dual language programs:

- a. 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.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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.)
Every effort is made by administration to send the ENL Coordinator/ Teacher to as many applicable professional development sessions as possible. The ENL Teacher attends several professional development sessions offered by the network, The Office of the English Language Learners(OELL) AND The Bilingual Education Technical Assistance Centers (BETAC) to keep her abreast of the recent approaches, innovations in ENL instruction, new standards and hone her teaching skills. Strategies learned are passed on to subject area teachers, special education teachers, paraprofessionals, guidance counselor, pupil accounting secretary and parent coordinator who work with ELLs as needed during curriculum planning time, grade level or inquiry team meeting to specifically align with Common Core Standards.
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?
Classroom teachers are given formal and informal training as to the nature of working with ELLs. This is accomplished through grade level meetings, individual conferencing and articulation with teachers, and designate workshop days and attending courses or seminars to complete the required hours of ENL training. Teachers are made aware of testing modifications and promotional criteria for ELLs. Secretaries and Parent Coordinator also receive professional development regarding their special role in assisting ELLs and their parents.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
At CASA 462, we provide our staff opportunities to attend different workshops and professional development sessions across the grade, which eventually can make the transition for our ELL population a smooth one. Our ELL teacher provides support in the High School selection process by explaining the importance to assist High School fairs, translating any information required and assisting students in mapping out commute to new school. Our guidance counselor is also actively involved in the selection process by assisting ELL students select schools that have specific supports for their academic achievement and provides additional literature to inform them of NYC Schools. Literature in their own language is provided when possible and translation and interpretation is provided in their native language when required.
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.

Scheduling of upcoming professional development days to be conducted by the Office of English Language Learners, Bilingual Education Technical Assistance Center and the Network will be posted in a conspicuous place or attached to the principal's memo and be made available to all personnel. The ENL Coordinator ensures that she attends as many professional development sessions as possible. The ENL Teacher attends several professional development sessions offered by the network, The Office of the English Language Learners(OELL) AND The Bilingual Education Technical Assistance Centers (BETAC) to keep her abreast of the recent approaches, innovations in ENL instruction, new standards and hone her teaching skills to specifically align with the Common Core Standards and to meet the 50% ELL specific professional development requirements as per CR Part 154.2 Information regarding ELL specific professional development is given to Subject area teachers and special education teachers to meet the 15% required as per the CR Part 154.2. All staff members are instructed to provide the principal's secretary with agendas and attendance when attending any professional development. The records are kept in each employees personnel file.

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?

Parents of ELL students are invited to attend an information session with the ENL coordinator/Teacher and Parent Coordinator at the beginning of the school year and at the end of the school year. During the information session held at the beginning of the school year, parents are informed of the goals of the programs, curriculum students will be working on, assessments that will be administered throughout year and language development needs in all content areas. Information sessions at the end of the school year are done individually by the ENL Coordinator/Teacher. During these session the ENL Coordinator discusses with parents students progress during school year, assessment results, language development and goals for upcoming school year. Any information provided to parents during these information sessions are translated in their native language. Translation and Interpretation is provided as needed.

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.

The ENL Coordinator/Teacher maintains a spreadsheet documenting all meetings with parents, phone calls, and letters sent to parents pertaining to ELL identification process, goals, assessments and parent and student needs accommodations. Letters are provided in the parents preferred language. Phone calls and in person meetings, translation is provided by in house staff who speak spanish. If a parents requires translation in another language other than spanish, the DOE's translation and Interpretation unit is used to provide services.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parental involvement is very crucial. Parental involvement includes a wide range, but generally refers to parents and family members use and investment in their children's schooling. These investments can take place in or outside the school, with the intention of improving the ELLs' learning. Parental involvement at home can include activities such as discussions about school, helping with homework, and reading with children. Spanish books are available in the ENL classroom and library and students and parents are welcome to borrow. Involvement at school include parents volunteering in the classroom, attending workshops, or attending Community Circle. At the ENL Orientation in the beginning of the school year, where parents watch the video that provides information on the ELL programs, parents are also explained by the Parent Coordinator, who is in attendance, the different services and support that are available at CASA 462. The Parent Coordinator encourages them to participate in the following:

- * Parent Association's General Meetings
- * School Leadership Team
- * IEP Conferences
- * Parent-Teacher Conferences
- * ENL Parent Orientation
- * Field Day
- * Fundraising
- * Community Circle

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

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? At CASA 462 has secured partnership that provides workshops to the school community, including services to ELL parents. These are:

- * Montefiore Hospital
- * UFT Dial-a-Teacher

Translation services are provided by the DOE's Translation and Interpretation Unit for any languages other than spanish. Spanish translation is provided by in house staff.

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

The needs of the parents are evaluated in various ways:

* Creating a dialogue between the parent and the ENL teacher to get feedback in which areas parents feel their children need help, while at the same time giving insight on how parents can be helped. A few parents have approached the ENL teacher in the past regarding adult programs that offer English language instruction. She gladly assisted them getting them registered in those programs at nearby districts.

*Parents of ELLs are not excluded from Parents Association. They are encouraged to attend and if necessary, a language interpreter is made available to listen to their concerns and issues.

* Parent-Teacher Conferences are held periodically and parents are allowed to explore the ENL classroom library where they may borrow books.

* Informational flyers from DOE and our school are distributed addressing how the school can be of assistance in helping the parents. Some are available in different languages to best convey the message to non-English speaking parents.

* Surveys are conducted with the Parent Association and outreach workshop activity. Also, the Parent Coordinator gets input through Community Partners.

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

On a school wide basis CASA 462 addresses the needs of parents, including ELL parents, the data received from parent responses to school's outreach such as, the Parent Association and Community Partners are reviewed. Then the school offers workshops and resources that help empower them in the area they showed a need. Each workshop is chosen not only to give the parent information and resources, but hands-on experience giving them the necessary skills and/or information to help them in the area they need assistance in. Where needed, a language interpreter is made available at these sessions.

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:

School Name: Cornerstone Academy Middle Sch

School DBN: 11X462

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)
Jamaal Bowman	Principal		
N/A	Assistant Principal		
Tara Rosario-Webb	Parent Coordinator		
	ENL/Bilingual Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Lisa Silverman	School Counselor		
Meisha Ross-Porter	Superintendent		
	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: **11X462** School Name: **CASA 462**
Superintendent:

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.learn DOE.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.

At CASA 462 3.17% of students are identified as ELLs using the NYSITELL and NYSESLAT for identification and placement of the programs. Translation and interpretation needs were assessed through Home Language Information Survey that parents completed when registering their child in school. Important information is regularly translated into the dominant language in our school, which is Spanish. This specific information is documented and maintained in the students emergency card. The Department of Education's translation and Interpretation services and NYCDOE website provide services in other languages as needed. Additionally, in cases where oral translations are required, staff members can be called upon to provide translation services in Spanish and Arabic.

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

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

Part B: Creating a Communications Calendar

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.)

Every year CASA 462 hands out documents such as Lunch forms, Emergency cards, Media Consent Forms, Discipline code book, promotional criteria guidelines, and ELL entitlement letters and information. These particular documents are disseminated during the first two weeks of school. Throughout the school year, CASA 462 also sends out monthly calendars, parent teacher conference announcements, PTA meeting dates and afterschool program information.

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.

Throughout the school year, CASA 462 will have the following face to face meetings: ELL Parent Orientation(during the first two weeks of school), Back to School/Curriculum Night(held between September 16-17),Parent Teacher Conferences(November and February). Weekly individual meetings will be held with parents of students throughout the year to discuss curriculum, student progress, attendance and offer additional support for students that require.

Part C: Providing Language Assistance Services

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.

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

2. Describe 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.

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

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

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 will provide all staff members with the information regarding the DOE's Translation and Interpretation Unit Services. Each staff member will receive brochure, Language ID Guide and card during staff meeting. Information will also be posted in the main office as well as Parent Coordinator's office for every to have access to.

Part E: Providing Notice of Language Assistance Services

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

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

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)

At CASA 462, we gather feedback from parents from the Parent Survey distributed in February. Parents are encouraged to phone or come in and speak with the Parent Coordinator at anytime to address any concerns or suggestions regarding services.