



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** EXIMIUS COLLEGE PREPARATORY ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09x250

**PRINCIPAL:** JONATHAN DALY **EMAIL:** JDALY7@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DONALD CONYERS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Jonathan Daly	*Principal or Designee	
Harvey Zuckerman	*UFT Chapter Leader or Designee	
Clarence Collins	*PA/PTA President or Designated Co-President	
Edgardo Camacho	DC 37 Representative, if applicable	
Elka Martinez Karina Lizardo	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Chris Boyd	Member/Teacher	
Williemae Williams	Member/Social Worker	
Alcibiades Gonzalez	Member/ AP	
Marie Mayes	Member/ Teacher	
Sajo Touray	Member/ Parent	
Amanda Cruz	Member/ Parent	
Isabel Fletcher	Member/ Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

**Senior Pass Rate.** In order to provide a solid foundation upon which seniors will achieve success at year's end, we will provide academic interventions services that will result in a 3% increase (from 59% to 62%) of the number of students who are passing all their courses by the end of the third marking period (Term 1).

### **Comprehensive needs assessment**

After interpreting the data from the last 2 years of student MP grades in the first and second semester, it was determined that Senior students that passed the first 3 marking periods (first semester) were likely to pass the entire year and receive their credits. As a result we have decided to put emphasis on the first semester and student progress. Our school had 77% of our seniors pass the first semester and an 81% graduation rate. By increasing the number students that pass the first semester we will likely increase the number of students that graduate. Passing Term 1 is a good predictor of Term 2 success.

### **Instructional strategies/activities**

**Activity 1.** The school will hold assemblies for seniors in the beginning of the year to inform the importance of getting off to good start and share data from last year.

**Activity 2.** The guidance team will educate 12th grade parents about what students need to graduate. The guidance team will make sure that seniors have priority in the classes that they will need to graduate. The guidance team will create a spreadsheet to track all students and where they are in terms of graduation and credit accumulation. Students that are failing in the second marking period will be assigned work on the Aventa program in order to keep on track.

### **Steps for including teachers in the decision-making process**

The school will offer Aventa credit recovery classes for students that are behind in their track to graduate. The teachers will communicate regularly with students and parents on their current progress in their course via email and phone calls. Teachers will meet in grade-level teams to review cohort data information.

### **Strategies to increase parental involvement**

The school will maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- A Mentor is assigned to support struggling and un-qualified teachers.

**Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Our partner, The College Board, provides our students and staff with PD opportunities that center around our focus of getting student into college.

**Budget and resources alignment**

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:*

*The school has hired supplemental instructors in order to provide the students the classes they need in order to graduate.*

- *Two math teachers*
- *Two social studies teachers*
- *One science teacher*
- *Professional instructional materials to support curriculum development during the regular school day.*
- *Consumable instructional materials for use during extended day programs.*

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

Regents Pass Rate. In order to increase the number of students that are on track to graduate with a Regents diploma we will have a 3% increase (from 45% to 48%) in the number students that pass their 5 core Regent exams by the end of their junior year.

### **Comprehensive needs assessment**

After looking at the data from last year, we found that over 50% of the students in our Junior class failed to meet the minimum number of required Regents exams by the end of their Junior year. Looking at the data, only 47% of the Freshman are on track and have passed one Regents exam and 67% are on track with 3 Regents exams after their Sophomore year. This in turn forces our school to have supplemental courses for students in their senior year. We want to have as many students as possible meet their Regents Diploma (Regents) requirements before entering their senior year.

### **Instructional strategies/activities**

**Activity 1.** Advisors and the Guidance team educate 9th and 10th graders on how to receive a Regents diploma and the importance of staying on track. Guidance team educates 9th and 10th grade parents on how to receive a Regents diploma and the importance of staying on track. All advisors conference with their students who are failing two or more Regents classes on their report card each marking period

**Activity 2.** All Regents teachers' plan or schedule after-school tutoring for failing students in all content areas. The school provides students and parents with an updated transcript every September and June

**Strategie 1** All teachers create an action plan that they must implement to ensure they take responsibility for students that have failed their courses and the Regents. All teachers teach study skills and effective Regents test taking strategies. Teachers will have students write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Regents level teachers give Regents based homework every night. The school has provided every student with a school daily planner. The teachers can check this planner and utilize it to help students get organized and set goals.

**Strategie 2.** Attendance team follows up with parents of absent students in Regents classes. Teachers inform attendance team head, Mr. Gonzalez, of attendance outliers. Teachers provide students who fail with make-up packets and/or appropriate projects to enable students to recover lost credits (which in turn helps them prepare for the Regents)

### **Strategies to increase parental involvement**

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- 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;

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- A Mentor is assigned to support struggling and un-qualified teachers.

### **Service and program coordination**

- The school has partnered with the NYU Steinhardt Program in order to receive a fulltime member of the New York College Advising Corps. This college advisor works with the juniors in order to keep them on the path towards college.

### **Budget and resources alignment**

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:*

We have set aside per-session monies for teachers to provide tutoring services for students during the year.

- Supervisor per session (3 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (3 days per week) for after school programs and differentiated professional development.

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

First Period Pass Rate.

In order to increase the credit accumulation of our 9<sup>th</sup> grade freshman students in their first period classes -- from 73% to 77% -- we will implement attendance improvement initiatives, reach out to families, and develop a sense of community and school spirit in our home room classes.

#### **Comprehensive needs assessment**

When looking deeper into students credit accumulation we noticed that our biggest issue was not necessarily a particular class or subject, but the time of day. Our first period classes were underperforming the rest of the classes in large part due to the students being late to school and missing their first period class. This issue of not being present (cutting a class) is something that we take very seriously and want to change the cultural and mind set of students that is ok to miss a class. On average first period classes had over 25% lower attendance than the other periods and their passing rates were just over 20% lower than the rest of the classes that that same teacher taught.

#### **Instructional strategies/activities**

**Strategy 1.** The school will use school messenger to call the homes of students who are late or absent every day

**Activity 1.** On a monthly basis the attendance team will hold group meetings with parents of students that have a high number of absences and/or lateness's to assist in resolving attendance issues.

**Strategy 2.** Guidance will meet with individual students as necessary to assist with resolving attendance issues. Teachers will provide late/absent students with an opportunity to receive half of their class work credit by completing teacher given work. The school will also partner with the NYPD explorers program in order to provide chronic latecomers a structured program that can help them plan for the future.

**Strategy 3.** The Academy will identify chronically late and absent students to be part of the Eximius Attendance Improvement Program.

**Activity 2.** Every Friday we will track students that arrive to school on time and are in school 5 days in a row. We will hold an Eximius Attendance Improvement Program kick off meeting with the identified students and the attendance team. At this meeting we will review the program and discuss the importance of being at school every day and being on time. All students that are in the Eximius Attendance Improvement Program and were on time and present every day for a month will be entered in a raffle. The attendance team will contact local council members and corporate sponsors to donate prizes for the student raffles. The attendance team will organize competitions among first period classes and award prizes to classes that are the most punctual and have the best attendance

**Strategies to increase parental involvement**

- 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;

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers.
- The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- A Mentor is assigned to support struggling and un-qualified teachers.

**Service and program coordination**

We have partnered with the REACH program in order to motivate students in AP classes. We also partner with Lehman college in order to provide students with the opportunity to take college classes off-site.

**Budget and resources alignment**

*As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:*

We have set aside per-session monies for teachers to provide tutoring services for students during the year.

We have set aside per-session monies for the attendance teacher to do home visits after school hours and on weekends

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

### **Strategies to increase parental involvement**

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
<b>9</b>	161	161	161	161	161	14	16	21
<b>10</b>	97	97	97	97	97	12	19	8
<b>11</b>	49	49	49	49	49	4	7	1
<b>12</b>	30	40	40	40	58	8	3	5

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<p>ELA Prep Classes 11<sup>th</sup> and 12<sup>th</sup> Grade English Regents Prep curriculum has been re-designed to support the rollout of the new ELA Regents exam. Student assessments are being evaluated to determine each student’s strengths and weaknesses. ELA teachers meet daily to look at student work and to plan collaboratively.</p> <p>Writing and Speech Seniors Writing is implemented across curriculum areas implementing the Common Core Standards.</p> <p>Plato 9<sup>th</sup> grade student receive the Plato reading program. This is a web-based differentiated K-12 reading program that uses email, technology, and current events to strengthen students’ literacy skills. Based on scientific research on how children learn to read effectively, Plato helps students reach and exceed the appropriate reading and writing levels through individualized teaching. By tailoring lessons to match each student’s own reading level, all students can read the same article and participate in class discussions together.</p> <p>Tutoring Tutoring is provided Tuesday through Thursday after school for students to receive additional instruction and remedial services to prepare them to pass Regents or RCT examinations.</p>
<b>Mathematics</b>	<p>Regents Prep Classes have been created to allow student academic achievement.</p> <p>Tutoring is provided Monday through Thursday after school for students to receive additional instruction and remedial services to prepare them to pass Regents or RCT examinations.</p> <p>Student assessments are being evaluated to determine each student’s strengths and weaknesses. Math teachers meet weekly to look at student work and to plan collaboratively and to discuss the implementation of the Common Core Learning Standards</p>
<b>Science</b>	<p>Students who fail any science course will be moved into a Science workshop class which will assist them in achieving mastery of the skills that they did not meet in the previous failed class. There will be a continuation of after school tutorial programs. Students who failed the Living Environment or Earth Science regent’s exam will be placed in regent’s preparatory class which prepares them individually to take the examination.</p> <p>Tutoring Tutoring is provided Tuesday through Thursday after school for students to receive additional instruction and remedial services to prepare them to pass Regents or RCT examinations.</p>

<b>Social Studies</b>	<p>Tutoring Tutoring is provided Tuesday through Thursday after school for students to receive additional instruction and remedial services to prepare them to pass Regents or RCT examinations.</p>
<b>At-risk Services provided by the Guidance Counselor</b>	<p>School guidance counselors will work with students in need of support and guidance throughout the school year. Students will receive individual counseling to develop academic and graduation plans to support and monitor student progress. School counselors will inform parents about their child’s progress each semester by issuing promotion in doubt letters and progress reports. School counselors will set up case conferencing with parents and students to discuss an individual support plan for credit accumulation.</p>
<b>At-risk Services provided by the School Psychologist</b>	<p>Psychologist provides preliminary evaluations for at-risk special education referrals. Psychologist provides and evaluates, psychological, educational and intelligence testing. Psychologist makes any appropriate recommendation to determine if the student is special education, resource room and if they need speech and counseling.</p>
<b>At-risk Services provided by the Social Worker</b>	<p>Social worker provides on-going individual and group counseling for mandated students and students in crisis. Social worker meets with parents, school staff, counselors, Administration of Children’s Services and other service providers to inform them of student progress. Social worker provides the Department of Education with progress reports three times a year.</p>
<b>At-risk Health-related Services</b>	<p>Students receive Sex education and life wellness lessons throughout the year Automated phone calls will be conducted to alert parents of the hearing and vision conditions and immunization requirement of their children. Letter of notification will be mailed to parent to inform them about deficient of immunizations requirement and clinics that provide health service that exist within their community and the availability of a nurse in the school building.</p>

## **DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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### **PARENT INVOLVEMENT POLICY (PIP)**

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

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

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

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

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

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

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

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

### ***SCHOOL-PARENT COMPACT***

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

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

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>250</b>
School Name <b>Eximius College Preparatory Academy</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Jonathan Daly</b>	Assistant Principal <b>Al Gonzalez</b>
Coach <b>type here</b>	Coach
ESL Teacher <b>Felix Beriguete</b>	Guidance Counselor <b>Xiomara Lorenzo</b>
Teacher/Subject Area <b>E. Hernandez</b>	Parent <b>Diedi Dembele</b>
Teacher/Subject Area <b>Ms. Torres</b>	Parent Coordinator <b>Michelle Gil</b>
Related Service Provider <b>Ms. Padilla</b>	Other
Network Leader <b>Lawrence Pendergast</b>	Other

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>4</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>365</b>	Total Number of ELLs	<b>31</b>	ELLs as share of total student population (%)	<b>8.49%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

01. Describe the steps followed for the initial identification of those students who may possibly be ELLs.

All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Identification Survey (HLIS). If a student is new to the NYC school system, the ESL coordinator administers the HLIS to the parents for completion. If the parent indicates a home language that is other than English on the HLIS, the ESL coordinator (ESL certified) conducts an informal interview and administers the LAB-R to the student for placement in the appropriate language proficiency level. The informal interview may be conducted in the student's native language, as needed. If a student is deemed as a current ELL per the ATS school wide system, the ESL Coordinator reviews the child's most current NYSESLAT score for proper placement. Our ELL identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154. Annually, the ESL coordinator evaluates ELLs progress using the NYSESLAT

2. What structures are in place at your school to ensure that parents that parents understand all three program choices (Transitional Bilingual, Dual Language, and Free Standing ESL?)

Parents/guardians of newly identified ELLs are invited to a parent orientation during which they are shown a video that describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, they are informed that while currently, the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the ESL coordinator, the parent coordinator, and a translator in the child's home language, as needed.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?

Based on the LAB-R results and the parent choice, the child is placed in the appropriate level in the appropriate program within 10 days of enrollment. An entitlement letter as well as a placement letter, in English and the family's home language, are sent to parents to inform them of their child's ELL eligibility. At the start of each new school year, the Continued Entitlement letter is mailed out to parents of eligible ELLs. Parents sign and return a duplicate copy of the letter.

4. Describe the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

A newly identified ELL is placed in the program model selected by the parent on the program selection form. If the parent selected bilingual, and the school does not have enough students to form a bilingual program, the school must provide ESL instruction at a minimum. The parent will be informed that the child's name will be recorded on a list and that when the list reaches the appropriate number of students, as delineated in CR Part 154, the school will create a bilingual program. All information is provided in English and in the child's home language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers)

After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is Free Standing ESL program

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The program model offered at our school is aligned with parent requests. In the future if we get sufficient requests for the other programs, based on parent preferences, we will definitely offer them in our school. However, considering the school's size, which is unlikely to change drastically in the foreseeable future, it is most unlikely that we will have an opportunity to offer other types of programs for ELLs. We will however ensure that we follow strictly guidelines in communicating to parents in their own language their choices and their rights without influencing their decisions.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)  
Check all that apply

K  1  2  3  4  5   
6  7  8  9  10  11  12

This school offers (check all that apply):

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										18	5	5	3	31
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	18	5	5	3	31

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	8
SIFE		ELLs receiving service 4-6 years	4
		Special Education	17
		Long-Term (completed 6 years)	19

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 special education. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8		1	4		3	19		12	31
Total	8	0	1	4	0	3	19	0	12	31

Number of ELLs in a TBE program who are in alternate placement:

### 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
Spanish										16	6	4	3	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>18</b>	<b>6</b>	<b>4</b>	<b>3</b>	<b>31</b>								

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			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	
	EL L	EP																		
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										16	5	5	3	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	18	5	5	3	31

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. How is instruction delivered?

We offer the Free Standing ESL model. Classes are ungraded, studentse at mixed proficiency levels and instruction is delivered by a licensed ESL teacher.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided to proficiency levels in each program model?

Students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Beginning ELLs receive 3 units of study (540 minutes of ESL instruction); Intermediate ELLs receive 2 units of study (360 minutes of ESL instruction); and Advanced students receive 1 unit of study in ESL (180 minutes of instruction) and 1 unit of study in ELA (180 minutes of instruction).

3. Describe how the content areas are delivered in each program model.

Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs. Effective strategies used across all content areas include: differentiation, small group instruction, explicit academic vocabulary instruction, scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, text representation). Our school focus is on reading and writing across all content areas. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction with native language support.

4. How do you differentiate instruction for ELL subgroups?

For newcomers, we simplify language, amplify content, provide hands-on demonstrations, opportunities for role play, journal writing using native language or pictures. Intensive instruction prepares ELLs for ELA testing. Newcomers also are provided with after school tutorials in ELA, Social Studies, Science, and Math.

Students with disabilities – ELLS with disabilities are appropriately served as per the student’s IEP. In order to ensure that teachers of SpEd ELLs are providing the most appropriate instruction for them, the ESL, ELA and content area teachers collaborate to ensure that

## A. Programming and Scheduling Information

each SpEd ELL is afforded instruction appropriate to his/her language and learning needs

Native language support is offered in all classes. Bilingual glossaries, bilingual text books, bilingual class libraries, computer language programs, translations are available and offered as appropriate

### Courses Taught in Languages Other than English

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

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

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

### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

5. Describe your targeted intervention program for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention include after school tutoring, and professional development for content area teachers in best practices in ESL instruction. All our ELLs receive after school tutorials in the content areas. A number of them also are in Inquiry Teams and, hence, receive more intensive and more frequent tutorial services than non-ELLs.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Former ELLs are permitted to receive testing accommodations for up to two years after testing out on the NYSESLAT. ELL strategies in instruction continue

7. What new programs or improvements will be considered for the upcoming school year?  
Subject to funding availability, we will restore our Saturday Academies in all content areas. These academies prepare students for the State exams. We also will restore our after school electives in athletics and the arts which were discontinued this year due to budget cuts.

8. What programs/services for ELLs will be discontinued and why?  
Our ELLs will continue to receive their mandated instructional services. For the current school year, we have discontinued due to budget cuts the after school arts and athletics electives as well as the Saturday Academies. The discontinuance is for all students, ELLs and non ELLs. However, six weeks prior to the state exams, we will hold a series of after school test prep sessions.

9. 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 during and after the regular school day. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Notification, flyers, and letters are distributed in English and in students' native language. Communications with ELLs are offered in English and in students' native language, as appropriate

10. What instructional materials, including technology, are used to support ELLs (include content areas as well as language materials, list ELL subgroups, if necessary).  
All our students are provided with textbooks in all content areas. In 9th and 10th grade Math, for example, we use the Core Curriculum textbooks/materials/classroom libraries. In ELA, we use the College Board's SpringBoard curriculum and its attendant textbooks. In ESL we provide textbooks for every ESL level and subgroup. All our classrooms are equipped with computers and every teacher is provided in an LCD projector. In addition, we have a class set of laptop computers that can be transported from class to class. Six of our classrooms are equipped Smart Boards. Hence, ELLs have access to or are provided with the technology resources of the school.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL).  
Twenty-nine of our 31 ELLs are Spanish speakers. All our high school students, ESL and non-ESL are programmed to foreign language courses, either Spanish or French. The lone French speaking student and the other who speaks Twi are in a French class. The rest are in Spanish courses. We have Spanish 1, 2, and 3 as well as an AP Spanish Language courses. Spanish courses terminate in a Regents exam

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

5. Describe your targeted intervention program for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention include after school tutoring, and professional development for content area teachers in best practices in ESL instruction. All our ELLs receive after school tutorials in the content areas. A number of them also are in Inquiry Teams and, hence, receive more intensive and more frequent tutorial services than non-ELLs.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Former ELLs are permitted to receive testing accommodations for up to two years after testing out on the NYSESLAT. ELL strategies in instruction continue

7. What new programs or improvements will be considered for the upcoming school year?  
Subject to funding availability, we will restore our Saturday Academies in all content areas. These academies prepare students for the State exams. We also will restore our after school electives in athletics and the arts which were discontinued this year due to budget cuts.

8. What programs/services for ELLs will be discontinued and why?  
Our ELLs will continue to receive their mandated instructional services. For the current school year, we have discontinued due to budget cuts the after school arts and athletics electives as well as the Saturday Academies. The discontinuance is for all students, ELLs and non ELLs. However, six weeks prior to the state exams, we will hold a series of after school test prep sessions.

9. 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 during and after the regular school day. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Notification, flyers, and letters are distributed in English and in students' native language. Communications with ELLs are offered in English and in students' native language, as appropriate

10. What instructional materials, including technology, are used to support ELLs (include content areas as well as language materials, list ELL subgroups, if necessary).  
All our students are provided with textbooks in all content areas. In 9th and 10th grade Math, for example, we use the Core Curriculum textbooks/materials/classroom libraries. In ELA, we use the College Board's SpringBoard curriculum and its attendant textbooks. In ESL we provide textbooks for every ESL level and subgroup. All our classrooms are equipped with computers and every teacher is provided in an LCD projector. In addition, we have a class set of laptop computers that can be transported from class to class. Six of our classrooms are equipped Smart Boards. Hence, ELLs have access to or are provided with the technology resources of the school.

11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL).  
Twenty-nine of our 31 ELLs are Spanish speakers. All our high school students, ESL and non-ESL are programmed to foreign language courses, either Spanish or French. The lone French speaking student and the other who speaks Twi are in a French class. The rest are in Spanish courses. We have Spanish 1, 2, and 3 as well as an AP Spanish Language courses. Spanish courses terminate in a Regents exam or an AP exam.

12. Do required services support, and resources correspond to ELLs' ages and grade levels?

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

5. Describe your targeted intervention program for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention include after school tutoring, and professional development for content area teachers in best practices in ESL instruction. All our ELLs receive after school tutorials in the content areas. A number of them also are in Inquiry Teams and, hence, receive more intensive and more frequent tutorial services than non-ELLs.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Former ELLs are permitted to receive testing accommodations for up to two years after testing out on the NYSESLAT. ELL strategies in instruction continue

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9. 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 during and after the regular school day. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Notification, flyers, and letters are distributed in English and in students' native language. Communications with ELLs are offered in English and in students' native language, as appropriate

10. What instructional materials, including technology, are used to support ELLs (include content areas as well as language materials, list ELL subgroups, if necessary).  
All our students are provided with textbooks in all content areas. In 9th and 10th grade Math, for example, we use the Core Curriculum textbooks/materials/classroom libraries. In ELA, we use the College Board's SpringBoard curriculum and its attendant textbooks. In ESL we provide textbooks for every ESL level and subgroup. All our classrooms are equipped with computers and every teacher is provided in an LCD projector. In addition, we have a class set of laptop computers that can be transported from class to class. Six of our classrooms are equipped Smart Boards. Hence, ELLs have access to or are provided with the technology resources of the school.

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12. Do required services support, and resources correspond to ELLs' ages and grade levels?

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Describe parent involvement in your school, including parents of ELLs

In addition to the PTA and the SLT, parents participate actively in school events, both those initiated by the school such as Parent Book Clubs (a monthly book discussion group), Open School Days in which parents visit their child in the classroom, Pot Luck Dinners (in which parents bring food to share); school assemblies (in which parents help with decorations, food, and decorum during dances, Thanksgiving/Christmas Lunch, Valentine's Dance, Theater Arts presentations, or act as school trip chaperones, etc.) and those that parents initiate such as school wide photo shoots, fund raising events, etc.

Parents are given orientation on the school's mission and vision, its curriculum, State standards and assessment (middle school testing, NYESLAT, Regents), the school's partnership with the College Board and the attendant curricular, instructional, and assessment implementations entailed. Parents also are met individually or in small groups by our Attendance Team to help them with strategies to improve their child's attendance and deter tardiness. Part of our school culture involves constant communication and meeting with parents, such as the monthly progress reports that they receive from each course, the monthly attendance reports and newsletter that all families receive, and the constant email exchanges between parents and teachers. All teachers have a contractual subscription with SnapGrade, an online system that enables teachers to input each student's essential data (attendance, exams, quizzes, projects, homework, class standing, etc.). Parents are provided hard copies of progress reports at the beginning of each month. Parents and students also are provided with user IDs and passwords so that they could access the reports online at any time

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our social worker provides parents with referrals to various organizations that provide family and children's services (counseling, housing, domestic violence, health, etc.). Our parent coordinator provides or organizes workshops for parents on various issues.

3. How do you evaluate the needs of parents?

During parent-teacher conferences we distribute survey forms to parents to determine their needs and to find out their preferences for workshop topics. Our parent coordinator provides monthly workshops based on their needs and preferences.

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

Discussed above.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs).

Professional development is ongoing for all personnel who work with ELLs to include APs, subject area teachers, secretaries, the parent liaison. The ESL teacher provides professional development for staff through the NYCDOE DETAG CTEL Initiative. The ESL

## D. Professional Development and Support for School Staff

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1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs). Professional development is ongoing for all personnel who work with ELLs to include APs, subject area teachers, secretaries, the parent coordinator. The ESL teacher and content area teachers attend training offered through the NYCDOE, BETAC, QTEL Institutes. The ESL teacher facilitates monthly PDs on ESL strategies, testing accommodations, ELL identification protocols, stages of second language acquisition, analyzing ELL data, as well as participates in various school's inquiry teams to support content area teachers' instruction of ELLs and students' progress.

Documentation of ELL training for all staff is maintained in the school file by the Principal's Secretary.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Assistance is provided by the Instructional Managers of our CFN network, particularly, on compliance issues and instructional resources.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P. This is one area that we have to work on this year. We have made arrangements with our CFN network's instructional team to provide the training.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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Parents are given orientation on the school's mission and vision, its curriculum, State standards and assessment (middle school testing, NYESLAT, Regents), the school's partnership with the College Board and the attendant curricular, instructional, and assessment implementations entailed. Parents also are met individually or in small groups by our Attendance Team to help them with strategies to improve their child's attendance and deter tardiness. Part of our school culture involves constant communication and meeting with parents, such as the monthly progress reports that they receive from each course, the monthly attendance reports and newsletter that all families receive, and the constant email exchanges between parents and teachers. All teachers have a contractual subscription with SnapGrade, an online system that enables teachers to input each student's essential data (attendance, exams, quizzes, projects, homework, class standing, etc.). Parents are provided hard copies of progress reports at the beginning of each month. Parents and students also are provided with user IDs and passwords so that they could access the reports online at any time

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our social worker provides parents with referrals to various organizations that provide family and children's services (counseling, housing, domestic violence, health, etc.). Our parent coordinator provides or organizes workshops for parents on various issues.

3. How do you evaluate the needs of parents?  
During parent-teacher conferences we distribute survey forms to parents to determine their needs and to find out their preferences for workshop topics. Our parent coordinator provides monthly workshops based on their needs and preferences.

4. How do your parental involvement activities address the needs of the parents?  
Discussed above.

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

Discussed above.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	1	0	0	5

### B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

**Additional Information**

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

Paste additional information here

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING / SPEAKING	B										2	0	0	0
	I										0	1		
	A										7	3	0	1
	P										9	1	4	3
READING / WRITING	B										5	3	1	0
	I										7	2	3	1
	A										6	0	0	2
	P										0	0	0	0

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		2	
Integrated Algebra	8		3	
Geometry	2		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	1		0	
Physics				
Global History and Geography	5		0	
US History and Government	2		1	
Foreign Language		2		2
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. 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., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

<b>School Name: <u>Eximius College Preparatory</u></b>		<b>School DBN: <u>09x250</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jonathan Daly	Principal		11/1/11
Al Gonzalez	Assistant Principal		11/1/11
Michelle Gil	Parent Coordinator		11/1/11
Felix Beriguete	ESL Teacher		11/1/11
Diedi Dembele	Parent		11/1/11
E. Hernandez	Teacher/Subject Area		11/1/11
Ms. Torres	Teacher/Subject Area		11/1/11
	Coach		1/1/01
	Coach		1/1/01
Xiomara Lorenzo	Guidance Counselor		11/1/11
Lawrence Pendergast	Network Leader		11/1/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 09X250      **School Name:** Eximius College Preparatory Academy

**Cluster:** 6      **Network:** 603

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

**Part A: Needs Assessment Findings**

---

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

The following indicators will be used to assess our needs: Home language surveys, teacher assessment, guidance counselor interactions, and parent coordinator's expertise in evaluating parent's needs.

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

Using the above mentioned methods, all communication will be in both English and Spanish and will also be conveyed in oral and written forms. The findings will be disseminated to the school community via various meetings (staff, Parent association, parent coordinator, etc.) and through home mailings to ensure that all members of the community will reach out to non-English speaking parents.

## Part B: Strategies and Activities

---

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

The school will provide all written/oral communication in the parents' native language including: letters, newsletters, report cards and various forms, i.e., trip consent forms etc. The Phone Master will be programmed to translate all communication in the native language.

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

Using the entire school's bilingual community (teachers, paraprofessionals, family assistants, aides, guidance counselors, parent coordinator) the school will provide the translation necessary to meet parental needs. One of our Spanish teachers will be designated as the school translator to ensure that all translations are sound and accurate.

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

All correspondence will be sent and communicated bilingually.

## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Eximius College Preparatory Ac	DBN: 09x250
Cluster Leader: Jose Ruiz	Network Leader: Larry Pendergast
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 35
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> *9 <input type="checkbox"/> *10 <input type="checkbox"/> *11 <input type="checkbox"/> *12
Total # of teachers in this program: 3
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ESL/Math Saturday Academy: One math teacher team teach 1 ESL certified teacher 35 ELLS in grades 9-12 for twenty weeks. Our students need additional literacy and numeracy support, as indicated by review of NYSESLAT, as well as their ELA and Math scores. Several students come to our school with low skills in core content areas and need additional support in order to reach content area standards for grade level work. In this program, they will explore math concepts through teacher designed projects which will not only extend their math literacy, but which will also allow them multiple opportunities to speak, listen, read, and write in English. Instruction in the three classes will be differentiated according to the academic and linguistic needs of the participants. In order to accelerate development of academic English and to increase achievement in Math, teachers will implement a variety of scaffolding strategies and implement strategies consistent with socio-cultural leaning theory based instruction. Students will work collaboratively in accessing academic content. In the ESL/ELA class, Newcomer ELLs at beginner and intermediate proficiency level will use Rosetta Stone as well as other software and internet-based resources to advance their language development. Text used in the program will include an assortment of age and grade appropriate fiction and non-fiction resources that will be used to develop academic language and increase achievement in the reading and writing modalities of the NYSESLAT and on the English Regents.

This program will also provide support and preparation for the English and math Regents examinations. The timeline is from November 15 to January 15 and from February to May, for 10 Saturdays from 9 AM to 1 PM. (10 wks per semester)

Per session for teachers to teach the Saturday Math Literacy Program, whereby experiential learning activities stimulate language development (2 of teachers x 10 of weeks x 4 of sessions per week x 49.89 = 3,991.20)

### ELA and Science After School Instructional Program for ELLs

One ESL teacher will team teach with 1 content area teachers (English and Science) will explore literacy concepts through teacher designed projects which will extend their literacy and will allow them multiple opportunities to speak, listen, read, and write in English. The number of ELLs in this program is 35. The ELLs in this program are in grades 9-12, the targeted subgroups are 9-10 graders at beginner, intermediate and advanced English proficiency levels. The timeline is from October to June, for 20 weeks, Monday- Thursday from 2:50 to 3:50 PM. (2 teachers x 20 of weeks x 2 of sessions per week x

### Part B: Direct Instruction Supplemental Program Information

49.89 = 3,991.20)

ELA/ESL and Social Studies/ESL After school program

One ESL teacher will work with 2 content area teachers (Social Studies and English). Fifty ELLs in grades 9-12 will participate in an after school program ELA and Social Studies program for ten weeks from Monday through Thursday for one hour, from 2:50 to 3:50 PM, from February to June. (3 teachers x 20 of weeks x 2 of sessions per week x 49.89 = 2,993.40)

### Part C: Professional Development

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

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

Begin description here: We will provide the following professional development to support ELLs in our Title III program:

1. One supervisor and one Title III teacher of ELL will participate in a six day professional development series presented by the OELL, Accelerating Achievement for ELLs, December 2011 –May 2012. The focus of this series is learning and sharing best practices that lead to academic success for ELLs. This is at no cost to Title III.

2. In addition, One Title III teachers will participate in QTEL, Building the Base I five day professional development series during the February 2010 recess at no cost to Title III. The teachers participating in this series will meet with other colleagues who previously participated in QTEL professional development and study QTEL interactive strategies and incorporate the learning in their instructional practice. This is at no cost to Title III.

3. Additional professional development conducted in the school that will support Title III instruction at no cost to Title III will include:

- Math/science and literacy coaches who work with teachers to plan curriculum, locate resources, and review results of instruction
- Opportunities for dialogue, collaboration and curriculum planning at regularly scheduled, weekly

### Part C: Professional Development

instructional team meetings

- Culminating interdisciplinary presentations of student work that are followed by a school-wide critique of both the strengths and the weaknesses of the curriculum and the resulting presentations
- Student mentoring and Peer tutoring
- Weekly professional development meetings which will include the following topics:

Differentiation of instruction

Reading strategies

language development

analysis of student work, scaffolding instruction

incorporating technology in the curriculum

peer critiques of teacher-generated curriculum

data-driven instruction.

### Part D: Parental Engagement Activities

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

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

Begin description here: Title III funds will support the following activities for parents of our ELLs at no cost to Title III:

#### 1. Evening Workshop Series for Parents of ELLs

Two workshops series (4 sessions, 2 hours each) will be provided to groups of 40-50 parents of ELLs in Spring 2012, (February – May). The workshops will be organized by the Parent Coordinator and presented by Community Based Organizations and teachers of ELLs. Two teachers of ELLs will facilitate workshops and will also interpret/translate (Spanish, French and Arabic) as needed for ELL parents during the workshops. (1 ESL teacher x 8 sessions 2 hrs x 49.89 = \$1,597). Parent workshops will be provided per evening schedule that accommodates parent and community needs.

1. One 2-hour session on becoming familiar with the English language Arts performance standards and how further development in native language can enhance second language learning

**Part D: Parental Engagement Activities**

- 2. One 2-hour session on coaching parents in how to use math strategies in problem solving
- 3. One 2-hour session to explain to parents our instructional model and coach them in how to help students at home.
- 4. One 2-hour session on how to support students with issues of cultural adjustment and second language learning.

2. ESL class for parents of ELLs

Two groups of 20 parents of ELLs will participate in ESL classes conducted on 10 Saturdays, 9-12 PM, February – May 2012. One ESL teacher will provide ESL instruction using Rosetta Stone software and internet based resources to ESL parents who can benefit from development of English language learning in order to better support their children in schools. This will enrich parent/family engagement in the school and provided a much needed service to students’ families. Snacks and metrocards will be provided for the parent activities. (1 teacher x 10 wks x 3 hrs x 49.89 = \$ 2,994)

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		