



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** LEADERSHIP INSTITUTE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09x276

**PRINCIPAL:** MARTA COLON

**EMAIL:** MCOLON13@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
Marta Colon	*Principal or Designee	
Bonnie Katz	*UFT Chapter Leader or Designee	
Elizabeth DeLeon(Interm)	*PA/PTA President or Designated Co-President	
Luz Milanes	DC 37 Representative, if applicable	
Elizabeth Espinal Brandon Nunez	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Laura Vazquez-Nussbaum	CBO Representative, if applicable	
Manuela Guzman-Vasquez	Member/ Guidance	
Barbara Ryan	Member/ Teacher	
	Member/	

## **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 Citywide Instructional Expectation aligned to CCSS (Common Core State Standards) and Inquiry based learning**

All teachers will be knowledgeable with the New York City Instructional Expectation and invest time in aligning the Leadership Institute curriculum with the New Common Core Standards.

#### **Comprehensive needs assessment**

- The needs assessment is based on the adoption of the CCSS in New York City. The CCSS is specific in that it states that all students must be colleges ready once they leave the NYC Department of Education. Students need to know how to think critically and apply their knowledge in real life application. The Common Core Standards outline a new college and career readiness that reflect the demands of the 21<sup>st</sup> century. By investing in both the CIE and CCSS we will have raised the bar and help prepare our students to be more competitive in the world of work.

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

- a) Teachers will participate in CPT (Common Planning Time) on a daily basis in order to address implementation of the CCSS and share data. The CPT will also be designated as time for teachers to address literacy and numeracy with an interdisciplinary approach through the planning of thematic bundles.
- b) Teachers will be provided with Mentoring from Teachers College and Kaplan in order to develop best practices for implementation of Bloom's Taxonomy and CCSS in lesson planning. Time has been allotted in CPT for the AP to lead PD and support integration of Technology and CCSS in curriculum.
- c) Student Progress Reports will be provided prior to the distribution of grades every three weeks. School-wide PD in monthly staff meetings will follow the following schedule: September-June: Departments will meet during Common Planning Time to review interdisciplinary strategies and protocol based inquiry. They will set department goals that reflect the CEP goal. Teacher professional development will continue to deepen teachers' understanding of the CIE and CCSS.

With the support of Teachers College the following will take place:

- d) Teachers College Coaches for English, Social Studies, Math and Science will meet a total of 10 times during SY 11-12
- e) From Sept-Jan- Coaches and teachers will align their curriculums with Common Core
- f) From Feb-June Coaches and teachers will create at least one bundle for each content area

**Strategies to increase parental involvement**

- Parent workshops will be conducted on Citywide Instructional Expectations and CCSS -college-readiness. Parents will also be provided with information on instructional materials and progress reports. Time will be allotted during common planning time to monitor student progress and schedule phone calls home.

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

- We have partnered with Columbia University-Teachers College and Kaplan to support and develop all teachers. A continued relationship with the New York City Teaching Fellows program and the Manhattanville College- JumpStart program will be fostered.

**Service and program coordination**

- N/A

**Budget and resources alignment**

- TL Fair Student Funding
- Title I SWP  
TL Children First
- Title I SWP 5%/10%

**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**

To increase Integrated Algebra Regents passing rates in math by 3%.

**Comprehensive needs assessment**

- Based on our most recent Regents results we agreed to SBO our 37 ½ minutes of additional instructional support. As a community we incorporated 4 days of Advisory/Test Prep during the day targeting students who scored between a 55-64.

**Instructional strategies/activities**

- a) All students who have taken the Integrated Algebra Regents and have failed will be scheduled to a 37 ½ minute –Test prep- KAPLAN- class Monday-Thursday.
- b) Teachers will receive coaching from KAPLAN on how to use the material.

- c) Additional Math periods have been provided to all students in their daily schedule for support.
- d) PM School, Saturday School will be available for academic support.

**Strategies to increase parental involvement**

- Parents will also be provided with information on Kaplan instructional materials. Time will be allotted during common planning time to monitor student progress and schedule phone calls home.

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

- N/A

**Service and program coordination**

- N/A

**Budget and resources alignment**

- TL Fair Student Funding
- Title I SWP  
TL Children First
- Title I SWP 5%/10%

### 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**

*All teachers will be involved in school wide instructional-inter-visitation walkthroughs.*

#### **Comprehensive needs assessment**

- A need for a Professional Development Committee at LIHS was assessed based on individual teacher feedback.
- This committee will be responsible for bi-monthly intervisitations.
- These intervisitations are open to all faculty and staff.
- The Committee will determine the topic and focus of each intervisitation based on a needs and interest assessment of the broader faculty.
- Each Professional Development Committee member will then plan and organize (with assistance from Network staff) a full day visit that centers on topics such as strategies to address the needs of Students with Disabilities, as well as Students with Interrupted Formal Education (SIFE), and English Language Learners in the heterogeneous classroom, implementing an effective advisory program, implementing an effective Regents Test Prep –Kaplan program, etc.

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

- As unique to our school we have 50% of our staff teaching 2<sup>nd</sup> period and the other 50% teaching 5<sup>th</sup> period. This timeframe allows us to use these two periods to visit every teacher in our school.
- Each semester we will have completed one inter-visitations using Danielson’s Framework for Teaching: Domain 1 and 2.
- By the end of the academic school year 2011-2012 we would have completed a total of two inter-visitations.
- In September a professional development was facilitated by the Principal to introduce the Framework for Teaching and the NYC Department of Education priority competencies.
- In December teams were created to discuss the process used for the inter visitations.
- In December and January the teams will conduct two out of four inter visitation that will take place during the school year.
- Once the inter visitations have taken place the teachers during common planning time will discuss their findings as departments in collaborative inquiry work.
- During one of our Friday meeting teachers will report their findings to the school community and discuss next steps.

**Strategies to increase parental involvement**

- We will notify parents via mail of the work the teachers are doing at LIHS. Time will be allotted during common planning time to monitor student progress and schedule phone calls home.

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

- N/A

**Service and program coordination**

- N/A

**Budget and resources alignment**

- TL Fair Student Funding
- Title I SWP  
TL Children First
- Title I SWP 5%/10%

**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>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	1	1			14	50	50	3
<b>10</b>	12	19	14	7	3			3
<b>11</b>	16	13	4	18	3			1
<b>12</b>	9	6	2	8	9			3

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>	Incoming freshmen at level 1 and 2 are programmed into an English Curriculum and a supplemental National Geographic Edge Non-Fiction Reading and Writing Curriculum. This service is provided during the school day. On Saturday students are offered tutoring in support of the ELA Regents and the ELA Academic Curriculum. Students are also provided tutoring during their lunch period. Students in the lowest third, Sped (SETTS) and ELLs subgroup are supported through the use of Achieve 3000. Achieve 3000 offers interactive programs and resources to help students learn and practice critical reading comprehension and writing strategies, using high interest materials. Achieve 3000 is a good literacy curriculum for our ELLs, Lowest Third and Special Ed population.
<b>Mathematics</b>	Incoming freshmen at level 1 and 2 are programmed into a double period Math, in order to provide additional support. This service is provided during the school day. Students are also offered tutoring before/after school in support of the Math Regents and Math Academic Curriculum. They are also provided with Saturday classes.
<b>Science</b>	Students who failed science regents are programmed into a Kaplan regents prep class in order to provide additional support to prepare them for the regents, during the school day. Students are also programmed into an Ecology class to prepare for the Living Environment Regents. Additional tutoring is offered on Saturdays.
<b>Social Studies</b>	Students who failed social studies regents are programmed into a Kaplan regents prep class in order to provide additional support to prepare them for the regents, during the school day. Additional tutoring takes place after school in support of the Social Studies Regents and Academic Curriculum. They are also programmed in a Regents Prep class during the day. Additional tutoring is offered on Saturdays.
<b>At-risk Services provided by the Guidance Counselor</b>	One-on-one counseling, group and classroom workshops. Topics such as Gender, Sex, STDs, College, Interview Skills, Making your college count, Thinking about your career, Positive self image, life skills are discussed before, during and after school
<b>At-risk Services provided by the School Psychologist</b>	One-on- one counseling, testing and crisis intervention.

<b>At-risk Services provided by the Social Worker</b>	One-on-one counseling with students and families, Evaluates and Diagnoses students.
<b>At-risk Health-related Services</b>	All students with 504's identify are treated by the school nurse. In the event that the documentation was needed, a concerted effort was implemented between school nurse, school counselor, teacher and administration.

**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) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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>Cristina M. Jiminez</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>276</b>
School Name <b>Leadership Institute High School</b>			

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

Principal <b>Marta Jusino-Colon</b>	Assistant Principal <b>Jose Martinez</b>
Coach <b>Elizabeth Fox</b>	Coach <b>type here</b>
Teacher/Subject Area <b>Loveena Thomas/ESL</b>	Guidance Counselor <b>Manuela Guzman</b>
Teacher/Subject Area <b>Melissa Gordon/ESL</b>	Parent <b>Angel Jiminez</b>
Teacher/Subject Area <b>Kristin Farulla/Science SpEd</b>	Parent Coordinator <b>Luz Milanes</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Cristina M. Jiminez</b>	Other <b>type here</b>

### 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>2</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### D. School Demographics

Total Number of Students in School	<b>245</b>	Total Number of ELLs	<b>45</b>	ELLs as Share of Total Student Population (%)	<b>18.37%</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. [i](#)

1. The certified ESL instructor/coordinator identifies the newly matriculated students into the NYC DOE by utilizing the ATS system and student cumulative files. At the time of enrollment students are administered a Home Language Identification Survey (HLIS). The HLIS and interview are conducted by the ESL teachers, who speak English and Spanish. If further assistance is needed in an interview, the bilingual guidance counselor and parent coordinator, assist the ESL teacher. This way the parent and student are able to understand and express themselves in their native language. If it is determined that the home language is something other than English, there will be an informal interview with student and family members to determine the home or native language of the student. If it is determined that the student speaks another language than English and speaks little to no English then we administer the Language Battery Assessment (LAB-R) to determine the student's proficiency level in English. In addition Spanish-speaking students are also administered the Spanish LAB. Depending on the outcome of this test, students are placed in the correct ESL class, which includes Beginning, Intermediate and Advanced classes. Students who test Proficient on the LAB-R are not given ESL services and enter general education classes. The LAB-R is administered within 10 days of the student's enrollment. Parent/Guardian are then given an orientation, where we explain their rights and options. Parents are made aware of the three different language educational programs: Free-Standing ESL, Transitional Bilingual, and Dual Language programs. Bilingual classes are formed when there are 20 on a grade for Grades 9-12, however, if there aren't enough students to form a bilingual class, student can opt for another school in that district, or stay in the ESL program at that school. Currently, LIHS does not have a Bilingual program and parents are informed of other schools where there are programs that they desire. In the spring of every year, ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) by the ESL teachers. Eligibility is determined by cross referencing ATS reports (RLER, RLAT) and ARIS reports. Parents and students are told about the test in advance and are aware they will have modified schedules, since the test is untimed. The Speaking modality is given individually to students in advance of the Listening, Reading, and Writing modalities. The Reading, Writing, and Listening sections are given to students section by section allowing students ample time to take the test. All appropriate IEP accommodations are adhered to when administering the test. Students who score below proficiency will continue to be an ELL and receive services. Members involved in these processes include the Bilingual Guidance Counselor and the ESL teacher. The ESL teacher administers all the assessments and determines the qualifications for ELL eligibility.

2. Every effort is made to ensure that parents are made aware of their options. In the beginning of the school year, there is a parent orientation given during the day and during the evening so parents can view the options DVD from the EPIC case. The school communicates information about the orientation to the parents via phone calls, mailings, and letters through the students. All mailings and communication are given to parents in their native language and in English. Orientations are given to parents within 10 days of student entry, however due to scheduling conflicts, private meetings are setup between parents and the ESL teacher in lieu of group sessions in some cases. Students are also encouraged to join their parent at these meetings, so they too are also aware of their options and rights. During these sessions, the ESL teacher, Bilingual parent coordinator and Bilingual Guidance Counselor are present to answer any questions regarding ESL and other academic questions. For many parents, this is the first time their student is enrolled in an American school, so every effort is made to make the parents/guardians feels comfortable engaging in school affairs.

3. Parents receive entitlement letters through school mailing and copies are also sent with students to give to their parents. All mailings

and communication are given to parents in their native language and in English. Parents usually complete the Parent Survey and Program Selection at the orientation meetings. If there are parents who need to return the above said forms, phone calls are made to them.

4. Students are currently placed in a Free-Standing ESL program at the Leadership Institute High School based on the parent survey responses. However, we clearly and fairly communicate all options and choices regarding the other program models that are available to parents in English or in their native language (mostly Spanish-speaking parents). The vast majority of parents that have come to informational sessions prefer to have their student in an ESL program versus a bilingual program to date. The ESL departments likes to provide parents with some basic research on the different programs upon request, as some parents are curious to the effectiveness of the three programs.

5. After reviewing Parent Options and Survey forms, the trend is that the vast majority prefers to have their child in a Free-Standing ESL program, as opposed to a Bilingual Program. Out of 7 parents that attended the parent orientation in September 2010, six of them chose ESL and one guardian chose a Bilingual program. In 2011, 3/3 parents of new entrants chose to place their student in the ESL program.

6. As of right now, LIHS is currently offering parents their preferred choice of a Free-Standing ESL program. This is determined from the information we received from parents that have responded to the parent survey.

## 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										3	3	2	2	10
<b>Push-In</b>										1	1	1	0	3
<b>Total</b>	0	0	0	0	0	0	0	0	0	4	4	3	2	13

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	26	Special Education	13
SIFE	3	ELLs receiving service 4-6 years	10	Long-Term (completed 6 years)	9

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. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	26	1	3	10	3	6	9		4	45
Total	26	1	3	10	3	6	9	0	4	45

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</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

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										22	12	8	2	44
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

## 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
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>23</b>	<b>12</b>	<b>8</b>	<b>2</b>	<b>45</b>								

## 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?

#### Part IV: Programming and Scheduling

Instructional curriculum is aligned with the New York State Standards for English Language Learners, as well the Common Core Standards for speaking, listening, reading and writing. Current methodologies in ESL instructional strategies are also implemented across the curriculum. These methodologies are shared with the entire faculty during various in-school Professional Developments, as well as during common planning hours with teachers. For ELL's at the beginning and intermediate proficiency level the ESL teacher emphasizes explicit instruction to ensure advancement in cognitive function and to facilitate problem solving as content is mastered. Content vocabulary is sheltered for beginning and intermediate students; advanced students are taught meaning through context. Thematic units help ELL students at all levels make connections and achieve a deeper understanding of concepts, as well as reinforce new vocabulary. Differentiation through use of visuals and choice of assessment are employed for ELL students with 1-3 years of service. The students' levels of literacy in the native language are taken into consideration with literature written in English and Spanish. Grammar instruction is implicit and explicit depending on level of need. Many of our long-term ELL's are still in need of some of the techniques used for beginner and intermediate ELL's. There is a high expectation that ELL's will achieve college readiness before leaving LIHS. In order to ensure a smooth transition for these students, we try to embed strategies such as using context-clues, use of graphic organizers for concise note-taking, analysis and problem solving are emphasized for advanced students. Teacher conferences are given to all ELL's with a special

## A. Programming and Scheduling Information

emphasis on long-term ELL's to assess motivational factors. ELL's with special needs are engaged in context-embedded language, TPR, role-play and other visceral or intrinsically motivated activities to ensure advancement in language acquisition. There are also regents prep courses available after school and on Saturdays for students who are interested in preparing for required testing. In these courses ESL strategies are implemented with an emphasis on study skills and strategies, and how to use these skills outside the classroom.

Students who have reached English proficiency according to the NYSESLAT will be ensured continued support and accommodations for up to two year after doing so. This support will include tutoring after school by the certified ESL instructor. The ESL instructor will also monitor proficient students' progress in class-work and test scores with content instructors. All ELLs are given their mandated accommodations during school and state tests.

### 1. Delivery of Instruction:

- a. Instruction is delivered through departmentalized Free Standing ESL classes, as well as Push-In ESL support in content classes.
- b. In the Free-standing ESL classes, students are clustered homogeneously by ESL proficiency levels with consideration given to what grade they are in. Students are usually grouped into clusters of 9-10 grade band and 11-12 grade band, depending on the student enrollment.

2. For the 2011-2012, an additional ESL teacher was hired to meet the needs of the expanding ELL population. In doing so, LIHS has been able to provide push-in services in content area classrooms. Students are scheduled to 3 (Beginners), 2 (Intermediate), or 1 (Advanced) periods a day depending on their proficiency level. Advanced students and some Intermediate students are also given an additional ELA period, Beginning students do not receive any additional ELA classes and receive ELA instruction through their ESL class. All ESL students receive ESL instruction from certified ESL teachers.

Additionally, with the help of a grant, LIHS was able to open a computer lab with over 20 Mac computers. This has been very beneficial to the ELLs since they are able to access various interactive language-learning sites, as well as receive literacy support on Empower3000 on a daily basis.

3. Content area teachers instruct students in the English language, using ESL strategies. There have been several Professional Developments focused on best practices for ELLS. These PDs showed teachers how to modify their instruction so that the material is comprehensible to ELLs. Teachers modify the speech rate, provide direct instruction of vocabulary and grammar; repeating key words or phrases; model activities, relate instruction to students' background prior knowledge; and use visuals, graphic organizers, native language support, realia, differentiated projects, movies, or group activities where ELLs are paired with students of the same native language in the classroom. There is bilingual support given by teachers in Math, Social Studies, and Science. In addition to ESL classes, ELLs also receive additional literacy support with a period of Achieve 3000, which is a web-based, individualized learning program that uses online, summative assessment tools to differentiate language arts instruction and to improve reading comprehension, vocabulary, and writing skills among struggling learners. Additionally, teachers are able to plan and collaborate with each other during our common planning period to discuss the various needs of ELLs and specifically target the at-risk students for additional support. We have not discontinued any ESL services since the opening of our school.

4. Spanish-speaking students are assessed using the Spanish LAB. Using the results of this exam can inform teachers of a student's proficiency in their native Spanish language, thereby allowing the teacher to target instruction in the areas the student needs the most support.

### 5. Differentiated Instruction for ELL sub-groups include, but are not limited to:

SIFE: Students with Interrupted Formal Education are offered before school, after school, and Saturday school support by the ESL teacher and content teachers. These programs are funded through Title III. LIHS provides a combination of literacy, native language, ESL instruction to SIFE. We also use Achieve 3000 academic interventions with SIFE. ESL teachers have small group meetings with these students to check-in on not only their academic standing, but also to see how SIFE are adjusting emotionally and socially to the school setting. To the best of the programmer's ability, SIFE are placed in smaller classes, whereby getting more individualized attention.

## 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%	

## A. Programming and Scheduling Information

Newcomers – Students who arrive at LIHS as newcomers to either NYC or the United States will be evaluated using the LAB- R exam. Results of this exam will be used to appropriately place the student in their classes. Focus will be given to vocabulary acquisition and

## 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?

## PART B

8. Targeted interventions in the content areas include Spanish bilingual support in math, science, and social studies through native language support and text material in the native language. Native language support is conjunction with various ESL strategies, including using visuals, movies, graphs, trips, drawing, modeling clay, interactive websites, etc. Newcomers, Beginners, and SIFE are specifically placed in classes where they will receive bilingual support. In ELA, the ESL, ELA , and Special Education teachers collaborate to ensure curriculums are aligned and students are receiving age and grade level appropriate instruction. The ESL teacher pushes into the ELA class to provide additional support for ELL students that are preparing to take the ELA Regents.

9. Students who have reached English proficiency according to the NYSESLAT will be ensured continued support and accommodations for up to two years. This support will include tutoring after school and on Saturdays by the certified ESL instructor. The ESL instructor will also monitor proficient students' progress in class-work and test scores with content instructors. These former ELLs are given accommodations during school and state tests. Both the ESL teacher and the Guidance Counselor will monitor these students to ensure they are transitioning appropriately.

10. New plans for the upcoming school year include purchasing more side-by-side texts, graphic novels, and audio books so students are able to access classic literature from a different perspective. Increase classroom libraries to include literature in native language and to purchase bilingual books where the native language is one page and the English translation is on the other page for the Newcomer and SIFE students. LIHS is also committed to improving parent communication and involving them more in their students' academic life. There are plans to start a free ESL program for Parents of ELLs in the hopes of increasing parent participation at our school. There will also be more special events for ELLs to share their work and accomplishments with their parents and peers . We have also started an ESL Pen Pal program with a Long Island High School that also has a large ELL population. In this manner, students are using their newfound language in a meaningful task. We are also trying to incorporate more trips outside the school so ELLs can relate what they are learning in the classroom to real life experiences outside the school. The ESL department will also be hosting more in-house professional developments to each department in the hopes of improving instructional practices on a daily basis. Lastly, there will be an after Science program with a licensed Science Teacher and ESL teacher to help meet science credit requirements for ELLs.

11 At this time there are no plans to discontinue any services for ELLs,. We are determined to only add programs and services for our ELLs.

12, ELLs have access to ALL programs available to the general school population, no exceptions. There is a before and after school tutoring program aimed at ELLs. In additions, there is Saturday Regents Academy for ELLs. Teachers are available to help these students at all times.

13. Instructional materials, including textbooks and other classroom material are offered in the students' native language. Every effort is made to purchase high quality textbooks for ELLs that are comparable if not the exact same as the ones used by the general education

## A Programming and Scheduling Information

### 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.
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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17. What language electives are offered to ELLs?

## PART B

8. Targeted interventions in the content areas include Spanish bilingual support in math, science, and social studies through native language support and text material in the native language. Native language support is conjunction with various ESL strategies, including using visuals, movies, graphs, trips, drawing, modeling clay, interactive websites, etc. Newcomers, Beginners, and SIFE are specifically placed in classes where they will receive bilingual support. In ELA, the ESL, ELA , and Special Education teachers collaborate to ensure curriculums are aligned and students are receiving age and grade level appropriate instruction. The ESL teacher pushes into the ELA class to provide additional support for ELL students that are preparing to take the ELA Regents.

9. Students who have reached English proficiency according to the NYSESLAT will be ensured continued support and accommodations for up to two years. This support will include tutoring after school and on Saturdays by the certified ESL instructor. The ESL instructor will also monitor proficient students' progress in class-work and test scores with content instructors. These former ELLs are given accommodations during school and state tests. Both the ESL teacher and the Guidance Counselor will monitor these students to ensure they are transitioning appropriately.

10. New plans for the upcoming school year include purchasing more side-by-side texts, graphic novels, and audio books so students are able to access classic literature from a different perspective. Increase classroom libraries to include literature in native language and to purchase bilingual books where the native language is one page and the English translation is on the other page for the Newcomer and SIFE students. LIHS is also committed to improving parent communication and involving them more in their students' academic life. There are plans to start a free ESL program for Parents of ELLs in the hopes of increasing parent participation at our school. There will also be more special events for ELLs to share their work and accomplishments with their parents and peers . We have also started an ESL Pen Pal program with a Long Island High School that also has a large ELL population. In this manner, students are using their newfound language in a meaningful task. We are also trying to incorporate more trips outside the school so ELLs can relate what they are learning in the classroom to real life experiences outside the school. The ESL department will also be hosting more in-house professional developments to each department in the hopes of improving instructional practices on a daily basis. Lastly, there will be an after Science program with a licensed Science Teacher and ESL teacher to help meet science credit requirements for ELLs.

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13. Instructional materials, including textbooks and other classroom material are offered in the students' native language. Every effort is made to purchase high quality textbooks for ELLs that are comparable if not the exact same as the ones used by the general education population. Newcomer, Beginning, and Intermediate classes are given addition periods to access Empower3000 on school computer lab. Aside from Empower3000, there are multiple interactive ESL website that students use to supplement their lessons. Students also use

## 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.
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9. Students who have reached English proficiency according to the NYSESLAT will be ensured continued support and accommodations for up to two years. This support will include tutoring after school and on Saturdays by the certified ESL instructor. The ESL instructor will also monitor proficient students' progress in class-work and test scores with content instructors. These former ELLs are given accommodations during school and state tests. Both the ESL teacher and the Guidance Counselor will monitor these students to ensure they are transitioning appropriately.

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13. Instructional materials, including textbooks and other classroom material are offered in the students' native language. Every effort is made to purchase high quality textbooks for ELLs that are comparable if not the exact same as the ones used by the general education population. Newcomer, Beginning, and Intermediate classes are given addition periods to access Empower3000 on school computer lab. Aside from Empower3000, there are multiple interactive ESL website that students use to supplement their lessons. Students also use voice-recording devices to practice speaking and listening. Audio books are used for whole class as well as independent reading activities.

**Courses Taught in Languages Other than English**

**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

Math:

0

**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.

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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4. How do your parental involvement activities address the needs of the parents?

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

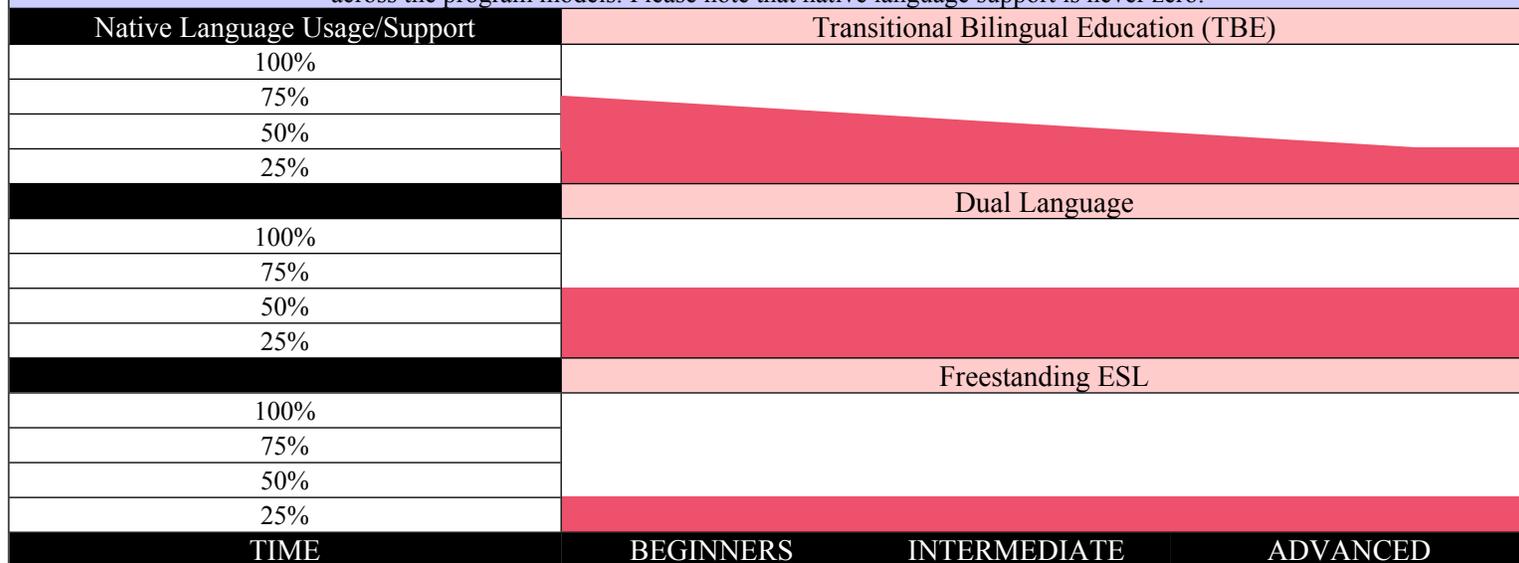
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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.

## B. Programming and Scheduling Information--Continued

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17. What language electives are offered to ELLs?

### PART B

8. Targeted interventions in the content areas include Spanish bilingual support in math, science, and social studies through native language support and text material in the native language. Native language support is conjunction with various ESL strategies, including using visuals, movies, graphs, trips, drawing, modeling clay, interactive websites, etc. Newcomers, Beginners, and SIFE are specifically placed in classes where they will receive bilingual support. In ELA, the ESL, ELA , and Special Education teachers collaborate to ensure curriculums are aligned and students are receiving age and grade level appropriate instruction. The ESL teacher pushes into the ELA class to provide additional support for ELL students that are preparing to take the ELA Regents.

9. Students who have reached English proficiency according to the NYSESLAT will be ensured continued support and accommodations for up to two years. This support will include tutoring after school and on Saturdays by the certified ESL instructor. The ESL instructor will also monitor proficient students' progress in class-work and test scores with content instructors. These former ELLs are given accommodations during school and state tests. Both the ESL teacher and the Guidance Counselor will monitor these students to ensure they are transitioning appropriately.

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## 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)										15	2			17
Intermediate(I)										0	8	9	1	18
Advanced (A)										7	2	0	1	10
Total	0	0	0	0	0	0	0	0	0	22	12	9	2	45

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										7	1		
	I										7	4	6	
	A										6	2	2	1
	P										3	3	1	1
READING/ WRITING	B										16	2		
	I										2	6	7	1
	A										5	2	2	1

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>													

**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	12	0	7	
Integrated Algebra	9	23	4	12
Geometry	3	1	0	0
Algebra 2/Trigonometry				
Math				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science	3	2		1
Living Environment	4	4	0	3
Physics				
Global History and Geography	2	1	1	
US History and Government	14	13	5	2
Foreign Language		4		4
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:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

In addition to the Acuity, Summative, Periodic ELL Assessment, LAB-R, LAB-Spanish, and NYSESLAT, ELLs are administered Achieve3000's LevelSet test, an online assessment tool that utilizes the Lexile Framework, which offers a scientific means of matching students to informational texts. This measure is unique because it measures text difficulty and reader ability on the same scale. This measure is based on two well-established predictors of how difficult a text is to comprehend: semantic difficulty and syntactic complexity. We use all this to create a snapshot of the student and with this information, we create our instructional plan. Our recent data shows that the Newcomer/Beginner cohort are at a beginner reader level, the Intermediate cohort ranges from a reading level of 2.1-3.2. The Advanced Cohort ranges from 3.4-6.1. This data analysis is very useful when teachers plan because they can plan the texts, student groupings, and type of scaffolding will be necessary in order to allow students to access high school level material.

## Additional Information

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## Part VI: LAP Assurances

<b>School Name:</b> _____		<b>School DBN:</b> _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Marta Colon-Jusino	Principal		10/25/11
Jose Martinez	Assistant Principal		10/25/11
Luz Milanés	Parent Coordinator		10/25/11
Loveena Thomas	ESL Teacher		10/25/11
Angel Jiminez	Parent		10/25/11
Melissa Gordon/ESL	Teacher/Subject Area		10/25/11
Kristin Farulla/Science SpEd	Teacher/Subject Area		10/25/11
Elizabeth Fox	Coach		10/25/11
	Coach		10/25/11
Manuela G. Vasquez	Guidance Counselor		10/25/11
	Network Leader		10/25/11
	Other		10/25/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN: 276      School Name: Leadership Institute High School**

**Cluster: 406      Network: CFN**

**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**

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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.

After distributing and receiving the Home Language Identification Survey (HLIS) upon student intake, as well as providing our parents with a needs assessment, and conducting an informal interview we aggregate our data to ensure all parents receive all communications in a language they can understand. During intake we determine the primary language by conducting an informal interview in English or Spanish with the parent or guardian of the student. If the parent does not speak English or Spanish we will call the language interpretation unit. This information is recorded on the emergency cards and the home language survey and eventually is input into ATS by our Pupil Accounting Secretary. Over the course of the past year, we have noticed an increase need for translated documents in the Spanish language. All of these steps are done in a timely manner to ensure proper communication with our parents.

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.

After reviewing the data collected during intake at our school, we found an increased of the number of households where the parent or guardian needed communication in the Spanish language. We report the findings to the school community at initial meetings to make everyone aware of the needs, so we can plan accordingly when communicating with our parents.

## Part B: Strategies and Activities

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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.

After determining the various home languages of our families, every step is taken to ensure that all communication is provided in the appropriate language. The vast majority of our families speak English and Spanish, with a couple of parents speaking French and Albanian. The staff at the school is aware of the parents that need written translations of various communications and we provide these services in house. If we are unable to do so we would contact an outside source, but thus far we have not needed to defer to an outside vendor. The staff at LIHS, including the bilingual guidance counselor, bilingual parent coordinator, bilingual ESL teacher, bilingual para-professional, bilingual teachers as well as office personnel, have offered their services in helping with translating materials. We are also aware of the translated materials available on the Office of English Language Learners site and the Translation and Interpretation Unit.

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

As stated above, LIHS has several staff members available on site to orally translate in Spanish language. In the event that we have no one to translate a particular language, we will contact the Translation and Interpretation Unit accordingly.

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>.

Leadership will fulfill Section VII of Chancellor's Regulations A-663 by adding the regulation to our welcome package. Parents will receive this regulation via mail prior to the opening of school, as well as, at our special student and parent orientations in the appropriate language. Parents will be informed and will be helped in understanding this most important regulation. Leadership understands that this regulation must be mailed or given to parents within 30 days of a student's enrollment.

- Leadership will also have the following forms available on site: Translation Request Form (for offices), Translation Request Form (for schools) Interpretation Request Form, Request to Translate a Foreign Language Transcript.
- At Leadership we will also have bilingual bulletin board with posters advertising school wide community events.

## 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: Leadership Institute High Scho	DBN: 276
Cluster Leader: Christopher Groll	Network Leader: Cristina Jiminez
This school is (check one):    ✱conceptually consolidated (skip part E below) ●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): ✱Before school      ✱After school      ✱Saturday academy      ●Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ●K    ●1    ●2    ●3    ●4    ●5 ●6    ●7    ●8    ✱9    ✱10    ✱11    ✱12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 5

## 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:

### B. Direct Instruction Supplemental Program Information

The Leadership Institute High School (LIHS) plans to use the Title III Immigrant Fund to supplement and enhance the instructional opportunities for our ELL students. We will provide direct supplemental instructions to ELLs in various ways. A vast majority of our ELL population are Newcomers and within that population we have some SIFE students. These students need extra academic support in addition to the instruction they receive during the regular class day. LIHS will provide before school, after school, and Saturday School support for our ELLs. These sessions will be facilitated by two fully certified ESL teachers. In addition, there will be a Special Education/Bilingual teacher/Social Studies, (1) Math bilingual teacher, and (1) Special Education/Science teacher also running a program concurrently and will be available to assist the ESL students. Students will have the opportunity to receive instruction in both English and Spanish during these sessions depending on their language proficiency. There will be 24 Before school sessions on Monday - Thursday at 7:45am and run until 8:30am. The before school sessions are targeted at the lower classmen ESL students. The service provider for these activities are two fully certified ESL teachers. There will be 24 After school sessions on Monday - Thursday from 3:30 pm until 5:00pm. These sessions are targeted at the upper classmen ESL students. Likewise, the service providers for these sessions are two fully certified ESL teachers. Saturday School will run for 8 Saturdays in the Fall Semester, in which services will be provided by one fully certified ESL teacher and 8 Saturdays in the Spring Semester from 9:00 am until 12:00 pm, which will be provided by two fully certified ESL teachers. Although these programs are targeted at Newcomers and SIFE students, all support programs are open to all ELL and former ELLs. During these sessions teachers will utilize all coursework textbooks and materials necessary for the content class. Technology will also be used, including audio books, smart board programs, laptops, Rosetta Stone program, Empower3000 program and various Internet programs. The goal is to make the instructional material accessible to students through various mean. In addition to academic support provided in school, we have plans to take students on field trips that relate to the work they are doing in their classrooms. For example, there is a trip planned to the Museum of Jewish Heritage for the students reading Night as well as the students studying Global 10. [?][?][?]

## 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

### Part C: Professional Development

Begin description here:

#### Part C: Professional Development Plan

Teachers involved in the Title III program will participate in Professional Development through sessions provided by the school network (monthly sessions), targeted consultative sessions through Teacher's College (5 sessions in the Fall and 5 sessions in the Spring), QTEL sessions and publications (QTEL is a 5 day series offered in the spring semester), and sessions provided by the Office of ELLS (NYC DOE) (dates vary). Topics that are covered are new regulations for overseeing ELL programs and mandated services, submitting required documentation pertaining to ELLs, teaching strategies for ELLs in various content areas, creating ESL curriculum to ensure alignment with CCSS and state standards, ensuring course material is rigorous and age appropriate. Professional development also includes ESL teachers turn keying to the rest of the staff so that all teachers are aware of best practices for ELLs.

### 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:

#### Part D: Parental Engagement Activities

LIHS values the importance and input of our ELL parents. We believe the more our parents are involved the more invested our students will be in their education. We plan to offer workshops for parents on important information pertaining to rules, regulations and rights of ELLs. The more information our parents have the better informed their decisions will be. Topic that will be covered are various setting options for their students, ESL teaching methodologies, educational strategies for parents to use at home to help their students at home. Parents will also have the opportunity to learn English using Rosetta Stone in the LIHS computer lab. Parents will also be given log-ins for Empower3000, in that way they can also improve their literacy using the same program their child is using in school. We would also provide literacy and technology classes to parents to assist them in using the Internet to help in learning. We also want to invite parents into the building more to celebrate their child's work and participate in school activities to help develop a stronger tie to the school community. Programs for parents will be provided by the ESL teachers in the school building as other faculty members and students. In addition we plan to collaborate with the Sistas and Brothas United and NWBCCC. Parents will be notified of these activities by mailings sent to them in their home language as well as phone calls from the bilingual Parent Coordinator.

### Part E: Budget

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

Allocation Amount: \$11200

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>		2 ESL teachers (24) @ 45 minutes per sessions Before school \$1, 802  2 ESL teachers (24) @ 1.5 hour sessions After school \$3, 604  1 ESL teachers (8) sessions x 3 hours each for Fall Saturday School (\$1201) 2 ESL teachers (8) sessions x 3 hours each for Spring Saturday School (\$2403)
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	1, 450	QTEL Institute \$250,  Teacher's College consultant \$1,200
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>	739	laptops, audiobooks, Rosetta Stone English field trips based on class work
Educational Software (Object Code 199)		
Travel		
Other		Parental Involvement activities
<b>TOTAL</b>		