



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** CIVIC LEADERSHIP ACADEMY

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 24Q293

**PRINCIPAL:** PHUONG NGUYEN      **EMAIL:** PNGUYEN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** JUAN MENDEZ

## 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
Phuong Nguyen	*Principal or Designee	
Bonita Velez	*UFT Chapter Leader or Designee	
Alfredo Mejia	*PA/PTA President or Designated Co-President	
Janneth Cali	DC 37 Representative, if applicable	
Sandra Mudrudumbay Dorjey Sherpa	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
Rachelle Valbrun	CBO Representative, if applicable	
Petita Castellanos	Member/Parent	
Liliana Ayala	Member/Parent	
Jimmy Ma	Member/Teacher	
Gabrielle Kaplan	Member/Teacher	
	Member/	
	Member/	
	Member/	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

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

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

**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**

- Students will show progress in using evidence to support arguments. To meet the requirements for the Citywide Instructional Expectations by June 2013, for the:

**Literacy Task (Fall and Spring):**

- All 9<sup>th</sup> and 10<sup>th</sup> students will write argumentation essays in Global History and show improvement on the argumentation rubric by at least one level.
- All students will write a research essay or paper in their English classes that will include the key components of an argument and show proficiency based on a teacher-created rubric by June 2013.
- All 9<sup>th</sup> grade students will participate in an argumentation performance task based on a unit in Living Environment in the fall and spring and show proficiency based on a teacher-created rubric.

**Math Task (Fall and Spring):**

- All students will complete at least two Shell math unit (developed by the Shell Centre for Mathematical Education and aligned to the Common Core Standards) in their respective math classes. These tasks are complex and require students to apply their mathematical concepts to open-ended questions.

**Comprehensive needs assessment**

In addition to the instructional expectations for 2012-2013 set by the NYC Department of Education, developing our students’ ability to write an effective argumentation essay has been a primary focus in the school. In the June 2012 Global History Regents, the average student score for the thematic essay was 2.25 out of a maximum score of 5, and 2.31 for August 2012. In the DBQ essay for this exam, the average score was 2.53 out of 5 for June 2012, and 2.5 for August 2012. Our results in the US History Regents essay scores were lower: 1.9 / 5.0 for the thematic essay in June 2012, and 2.13 for August 2012. For the US History DBQ essay, our scores were 2.38 / 5.0 for June 2012 and 1.96 for August 2012. Our students need to develop their ability to write argumentation essays in which they can effectively analyze and synthesize information and present it in a cogent, organized manner.

**Instructional strategies/activities**

Instructional Strategies / Activities	Human Resources / Staffing	Timeline for Implementation	FY '13 Funding
Hire an F-Status Assistant Principal to support the Math/Science Departments	Principal	August	Title I SWP
Continue to participate in the Literacy Design Collaborative for Global History in which	Assistant Principal	October,	Gates Foundation Grant

students write argumentation essays based on important historical events in Global History.	Social Studies teachers ELA Writing teacher	December, February, May	
Participate in the Literacy Design Collaborative for Science in which students write argumentation essays based on concepts learned in their Living Environment class.	F-Status AP Science teachers New Visions LDC Coach	Ongoing	Gates Foundation Grant
Work with ELA team to determine the research paper requirements for each grade. Establish a rubric for evaluating student work.	Assistant Principal ELA teachers	Ongoing	FSF Per Session Title III LEP Per Session Title I OTPS Supplies and Textbooks
Work with ELA team to vertically and horizontally align curriculum and writing tasks that are appropriate for each grade.	Assistant Principal ELA teachers	Ongoing	FSF Per Session Title III LEP Per Session Title I OTPS Supplies and Textbooks
Determine a school-wide writing program based on argumentation.	Principal Assistant Principals Content teachers	Ongoing	FSF Per Session Title I OTPS Supplies and Textbooks
Analyze student writing to determine the effectiveness of writing instruction. Use the data from the student work to plan lessons and support/resources for teachers.	Principal Assistant Principal ELA teachers	Ongoing	FSF Per Session Title I SWP
Purchase textbooks, novels and resources that are recommended by the Common Core standards for ELA to support curriculum development.	Principal Assistant Principal Secretary	Fall Semester	FSF Textbooks NYSTL Library and Textbooks funding Title I SWP OTPS Textbooks Title III LEP Textbooks and Library
Develop curriculum maps and unit plans for core subject areas that are aligned with Common Core standards.	Admin Team Teachers	Ongoing	FSF Per Session ARRA RTTT Citywide Instructional Expectations Per Session
Work with math department to determine the Shell Math Units for each math subject and plan lessons for teaching the units.	F Status AP Math Teachers	Ongoing	Title I SWP FSF Per Session ARRA RTTT Citywide Instructional Expectations

			Per Session
Work with math team to vertically and horizontally align units and performance tasks.	F Status AP Math Teachers	Ongoing	Title I SWP FSF Per Session ARRA RTTT Citywide Instructional Expectations Per Session
Work with math team to develop units based on backwards planning.	Principal F Status AP Math Teachers	Ongoing	Title I SWP FSF Per Session ARRA RTTT Citywide Instructional Expectations Per Session
Analyze student work in the literacy and math tasks to determine effectiveness of lesson and any necessary changes.	F Status AP Math Teachers	Ongoing	Contract for Excellence FY 09 HS Per Session ARRA RTTT Citywide Instructional Expectations Per Session
Conduct professional development on how to incorporate literacy strategies across content areas.	Principal Assistant Principal	Ongoing	Title I Highly Qualified Setaside OTPS Curriculum and Development

### Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

For this goal, our school will support parents and families of Title I students by:

- providing parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of the Regents/RCT scores. These can be explained by teachers in a conference or by the guidance counselor;
- conduct parent workshops with topics that include: reviewing student transcripts, ESL classes, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services such as dealing with issues relating to being undocumented, public housing, health insurance and other legal services and technology training to build parents' capacity to help their children at home;
- posting the academic standards on the walls for all parents to see during orientations, meetings, conferences, and activities;
- signing in the Fall, the Parent-School Learning Compact which outlines how student, parent, teacher, and principal will share in the responsibility for improved student achievement;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- 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, ARIS, and Jupitergrades;
- translate all critical school documents and provide interpretation during meetings and events as needed; This service is provided by the parent coordinator, the operations manager and the guidance counselor;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents. Materials will include resources on college readiness, bullying, gang violence, learning to communicate with your children, substance abuse and other pertinent topic;
- Report cards are issued three times each semester. Progress Reports are generated through Jupitergrades (online grading system) every six weeks. Report cards are either distributed to parents during Parent-Teacher Conferences or mailed to the home. Progress Reports are mailed to the home. Parents and students have access to the students' online Jupitergrades account, and can track their children's progress at any time;

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy      X   Title I               Title IIA      X   Title III      X   Grants      X   Other

If other is selected describe here:

- Contract for Excellence FY09
- NYSTL Funding
- ARRA RTTT Citywide Instructional Expectations

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

***Please see the Instructional Strategies / Activities of Goal 1 for the description of Service and Program Coordination.***

## 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 #3**

Attain at least a 73% graduation rate for Cohort 2009.

### **Comprehensive needs assessment**

Cohort 2009 is our second graduating class. According to ARIS' Progress Toward 4-Year Graduation report (September 2012), 44/113 students are on track for graduation, which is currently a 39% graduation rate. 38/113 students have been identified as "almost on track" either due to missing credits or Regents exams. To increase our graduation rate, our objectives are:

- At least 26/38 students who are almost on track will complete their graduation requirements by June 2012, which would give us an overall graduation rate of 70%.
- At least 85% of students eligible to graduate will complete the college application process and apply to at least 3 colleges by June 2012.

### **Instructional strategies/activities**

Instructional Strategies / Activities	Human Resources / Staffing	Timeline for Implementation	FY '13 Funding
Hire an assistant to help the Guidance Counselor who is the college advisor and 12 <sup>th</sup> grade counselor.	Principal Assistant Principal	Summer 2012	Title I SWP OTPS Office Temp Services
Individually program 12 <sup>th</sup> grade students to fulfill any missing graduation requirements.	Principal Programmer Guidance Counselor	August – September	FSF Per Session ARRA RTTT Data Specialist Per Session
Increase Regents Prep offerings to help 12 <sup>th</sup> graders complete their Regents exams requirements	Principal Programmer Content Teachers	Fall, Spring semesters	Title I SWP ARRA RTTT Data Specialist Per Session FSF Per Session
Schedule individual conferences for 12 <sup>th</sup> grade students with Guidance Counselor to determine student's progress toward graduation	Guidance Counselor	September February	
Offer AP Program in English, US History, Biology, US Government	Principal Content Teachers	August- September	FSF Per Session Title I SWP OTPS Curriculum and Staff Development Title I SWP OTPS

			Textbooks NYSTL Textbooks
Create a Graduation Committee to track and support students who are almost on track for graduation.	Principal Guidance Counselor Teachers Dean	Fall, Spring Semesters	FSF Per Session
Align ELA curriculum to Common Core Standards to support an intensive reading and writing program	Assistant Principal Teachers	Ongoing	FSF Per Session Gates Foundation grant
Hire a professional writer to work with students to develop a strong college personal statement essay	Principal Teachers	October, November	FSF OTPS Curriculum and Staff Development
Offer the Kaplan SAT Prep Program to 12 <sup>th</sup> graders to improve SAT scores	Principal	September October	Gates Foundation grant
Conduct college application workshops for CUNY, SUNY, Common Applications for all 12 <sup>th</sup> grade students	Guidance Counselor	Fall semester	FSF Per Session
Arrange for visits by college admissions officers to meet students	Guidance Counselor	Fall semester	
Conduct workshops on the college interviewing process	Guidance Counselor	Fall semester	FSF Per Session
Conduct professional development workshops on how to write effective recommendation letters	Guidance Counselor	Fall semester	FSF Per Session

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

For this goal, our school will support parents and families of Title I students by:

- providing parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of the Regents/RCT scores. These can be explained by teachers in a conference or by the guidance counselor;
- conduct parent workshops with topics that include: reviewing student transcripts, college application process and financial aid;
- schedule individual meetings with parents of students who are not on track for graduation to develop a plan for improvement;
- posting the academic standards on the walls for all parents to see during orientations, meetings, conferences, and activities;
- signing in the Fall, the Parent-School Learning Compact which outlines how student, parent, teacher, and principal will share in the responsibility for

improved student achievement;

- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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, ARIS, and Jupitergrades;
- translate all critical school documents and provide interpretation during meetings and events as needed; This service is provided by the parent coordinator, the operations manager and the guidance counselor;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents. Materials will include resources on college readiness, bullying, gang violence, learning to communicate with your children, substance abuse and other pertinent topic;
- Report cards are issued three times each semester. Progress Reports are generated through Jupitergrades (online grading system) every six weeks. Report cards are either distributed to parents during Parent-Teacher Conferences or mailed to the home. Progress Reports are mailed to the home. Parents and students have access to the students' online Jupitergrades account, and can track their children's progress at any time;

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy     X   Title I   \_\_\_\_\_ Title IIA   \_\_\_\_\_ Title III     X   Grants   \_\_\_\_\_ Other

If other is selected describe here:

- NYSTL Funding
- ARRA RTTT Data Specialist

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

***Please see the Instructional Strategies / Activities of Goal 2 for the description of Service and Program Coordination.***

**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**

Improve the credit accumulation of students to prepare for graduation within 4 years.

**Comprehensive needs assessment**

According to the 2011-2012 Progress Report, 88.6% of students earned 10+ credits in their first year, 75.5% earned 10+ credits in their second year, and 85.6% earned 10+ credits in their third year. To maximize the number of students who are eligible to graduate within 4 years, our objectives are:

- 75% of Cohort 2010 will earn 10+ credits in their third year.
- 85% of Cohort 2011 will earn 10+ credits in their second year.
- 85% of Cohort 2012 will earn 10+ credits in their first year.

**Instructional strategies/activities**

Instructional Strategies / Activities	Human Resources / Staffing	Timeline for Implementation	FY '13 Funding
Offer Summer Bridge program for 9 <sup>th</sup> graders	Principal Teachers OST Program	August	FSF Per Session FSF OTPS Supplies OST Program Grant
Conduct Scholarship Meeting with teachers to identify failing students and determine outreach and support	Admin Team	After each marking period	
Conduct professional development on effective strategies for struggling students	Principal Assistant Principal	As needed	Title I SWP Leadership FSF Per Session
Conduct professional development on effective strategies for students with disabilities and English Language Learners	Special Education teachers ESL teachers	3 times each semester	FSF Per Session Title III LEP Per Session Title III LEP Textbooks
Purchase an online grading system that will allow students and parents access to current grades in each class at any time	Principal	September	FSF OTPS Software
Meet weekly with the Attendance team to identify students who are chronically late and/or absent and determine outreach	Principal Guidance Counselors Parent	Weekly	

	Coordinator OST Director		
Conduct periodic check-ins with struggling students	Dean Parent Coordinator Guidance Counselors	Bi-weekly	FSF Per Session OST Program Grant Contract for Excellence Funding
Program mandatory homework help during 9 <sup>th</sup> period	Programmer Teachers Dean Parent Coordinator OST Director	Each semester	FSF Per Session OST Program Grant Contract for Excellence Funding
Offer afterschool Regents Prep classes in all Regents-bearing classes to support content classes	Principal Teachers	Fall, Spring Semester	Contract for Excellence Funding Per Session FSF Per Session
Use automated phone system, home visits by attendance teacher, parent/student conference with staff members to improve student attendance	Parent Coordinator Attendance Teacher Teachers	Ongoing	FSF OTPS Software
Offer an afterschool reading and writing remediation program to improve the literacy skills of ESL students.	ESL Teacher	Fall and Spring Semester	Title III LEP Per Session Title III OTPS Library and Textbook Core Curriculum – Achieve 3000

Create an intensive writing course for struggling students to improve their writing, with a particular focus on argumentation and essay writing.	English Teachers	Spring Semester	FSF High School Departments
Implement Saturday Bridge program to keep 9 <sup>th</sup> graders connected and supported	Principal Teachers OST Director	Monthly	FSF Per Session FSF OTPS Supplies
Expand afterschool program to include an Arts Program (Dance and Music Productions)	Principal Teachers OST Director	Fall, Spring Semester	FSF Per Session OST Program Grant
Expand electives during school to reflect student interests – Dance, Drama, AP Music	Principal	Fall, Spring Semester	Title I SWP High School Departments FSF High School Departments

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

For this goal, our school will support parents and families of Title I students by:

- provide parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of the Regents/RCT scores. These can be explained by teachers in a conference or by the guidance counselor;
- conduct parent workshops with topics that include: reviewing student transcripts; college application process and financial aid; understanding educational accountability grade-level curriculum and assessment expectations; literacy;
- posting the academic standards on the walls for all parents to see during orientations, meetings, conferences, and activities;
- signing in the Fall, the Parent-School Learning Compact which outlines how student, parent, teacher, and principal will share in the responsibility for improved student achievement;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- 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, ARIS, and Jupitergrades;
- translate all critical school documents and provide interpretation during meetings and events as needed; This service is provided by the parent

coordinator, the operations manager and the guidance counselor;

- establishing a Parent Resource Center/Area or lending library; instructional materials for parents. Materials will include resources on college readiness, bullying, gang violence, learning to communicate with your children, substance abuse and other pertinent topic;
- Report cards are issued three times each semester. Progress Reports are generated through Jupitergrades (online grading system) every six weeks. Report cards are either distributed to parents during Parent-Teacher Conferences or mailed to the home. Progress Reports are mailed to the home. Parents and students have access to the students' online Jupitergrades account, and can track their children's progress at any time;

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

  X   Tax Levy           Title I           Title IIA      X   Title III      X   Grants      X   Other

If other is selected describe here:

- Contract for Excellence FY09
- NYSTL Funding
- Core Curriculum

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

***Please see the Instructional Strategies / Activities of Goal 3 for the description of Service and Program Coordination.***

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)			
ELA	<b>Description</b>		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
	Extra 45-minute period of instruction each week	Whole class	During the school day
	Workshop Model of Instruction	Whole Class	During the school day
	Additional 11 <sup>th</sup> Grade ELA Support Class	Whole class	During the school day
	Tutoring	Small-group and one-to-one	Before school, during lunch and after school
	Homework Help	Small-group and one-to-one	Before school, during lunch and after school
	Student Success Team	One to One	Before, during, and after school
	ESL ELA Reading Remediation Program	Small group	After school
	ELA Regents Boot Camp	Small group	After school
	College Writing – 12 <sup>th</sup> Grade	Whole Class	During school
	Achieve 3000 Online Reading Program	Small group	During and after school
Mathematics	<b>Description</b>		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
	Extra 45-minute period of instruction each week	Whole class	During the school day
	Workshop Model of Instruction	Whole Class	During the school day
	Additional full-time support class	Whole class	During the school day

	in Integrated Algebra, Geometry, Algebra 2		
	Tutoring	Small-group and one-to-one	Before school, during lunch and after school
	Homework Help	Small-group and one-to-one	Before school, during lunch and after school
	Student Success Team	One to One	Before, during, and after school
	College Algebra Class	Whole class	During school
	Integrated Algebra, Geometry, and Algebra 2 Regents Prep Program	Small group	After school and Saturdays
Science	<b>Description</b>		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
	Extra 45-minute period of instruction each week	Whole class	During the school day
	Workshop Model of Instruction	Whole Class	During the school day
	Tutoring	Small-group and one-to-one	Before school, during lunch and after school
	Additional full-time support class in Living Environment, Earth Science, Chemistry	Whole class	During the school day
	Homework Help	Small-group and one-to-one	Before school, during lunch and after school
	Student Success Team	One to One	Before, during, and after school
	Living Environment, Earth Science, Chemistry and Physics Regents Prep Program	Small group	After school and Saturdays
Social Studies	<b>Description</b>		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
	Extra 45-minute period of instruction each week	Whole class	During the school day

	Workshop Model of Instruction	Whole Class	During the school day
	Additional full-time support class in Global History and US History	Whole class	During the school day
	Tutoring	Small-group and one-to-one	Before school, during lunch and after school
	Homework Help	Small-group and one-to-one	Before school, during lunch and after school
	Student Success Team	One to One	Before, during, and after school
	Achieve 3000 Online Reading Program	Small group	During and after school
	Global History Regents Boot Camp	Small group	After school
	US History Regents Prep Program	Small group	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk and mandated counseling services provided by Guidance Counselor on an as-needed basis during the school day; College Counseling provided by Guidance Counselor		

### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

During the hiring process, a concerted effort is made by the hiring team to only interview and employ certified teachers in the content area where there is a vacancy. If there is a shortage of candidates on the Open Market system, we work with our support organization, New Visions for Public Schools, through their New Teacher Project to identify certified teachers for the vacancies. For current staff members who are not certified, we will work with them to develop a plan for certification and will use the Title I Highly Qualified funding to support them.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (PIP)**

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

- providing parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of the Regents/RCT scores. These can be explained by teachers in a conference or by the guidance counselor;
- providing appropriate parent participation opportunities for regular meetings to formulate suggestions in decisions relating to a student's education. These can be individual parent conferences, parent association meetings, or activities by the grade team;
- holding meetings and conferences at different times during the day. Civic Leadership Academy's parent meetings are currently held the second Tuesday of each month;
- involving parents in the planning, review, and improvement of Civic Leadership Academy's Title I program and Title I Policy and Parent Involvement Policy. Parents will have the opportunity to be a part of the Fall and Spring Advisory meetings. Also, parents are always invited to the SLT meetings;
- using Title I funds to pay for reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, and consultants who can provide training sessions and workshops based on topics requested by parents;
- providing parents with timely information about the Title I program. Civic Leadership Academy's newsletters, notes on report cards and progress reports, calendars, and minutes from meetings will give current information;
- 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 state’s academic content standards, the state student achievement standards, and the local assessments through the use of teachers, individual guidance counselors, technology, and training as necessary;
- ensuring that information relating to school meetings, parent programs, and associated activities will be sent to participating children in a form and language that parents can understand. Counselors, ESL teachers, staff members, and administrators will be available where required;
- posting the academic standards on the walls for all parents to see during orientations, meetings, conferences, and activities;
- signing in the Fall, the Parent-School Learning Compact which outlines how student, parent, teacher, and principal will share in the responsibility for improved student achievement;
- 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 include: reviewing student transcripts, ESL classes, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services such as dealing with issues relating to being undocumented, public housing, health insurance and other legal 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, ARIS, and Jupitergrades;
- 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; This service is provided by the parent coordinator, the operations manager and the guidance counselor;
- 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; parents, friends and relatives participated in our annual Halloween, music, dance and entertainment presentations;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day event. CLA once again hosted a family BBQ at the beginning of the semester and a Thanksgiving Potluck Dinner which allowed students, parents and staff to spend valuable time together getting to know each other;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents. Materials will include resources on bullying, gang violence, learning to communicate with your children, substance abuse and other pertinent topics;
- encouraging more parents to become trained school volunteers; current school volunteers assist in teaching students how to cook, and assist with fundraising activities;
- report cards are issued three times each semester. Progress Reports are generated through Jupitergrades (online grading system) every six weeks. Report cards are either distributed to parents during Parent-Teacher Conferences or mailed to the home. Progress Reports are mailed to the home. Parents and students have access to the students' online Jupitergrades account, and can track their children's progress at any time;
- 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:*

- employing the workshop model of instruction to ensure that skills and strategies are modeled, and students are guided in practicing and learning the skills and strategies so that academic learning time is used efficiently;
- providing students with the skills, strategies and confidence to meet proficiency levels in all content areas by passing Regents exams and accumulating credits;
- sensitizing staff and students to cultural, racial and ethnic differences through literature that is studied, classroom, after-school activities and community activities;
- utilizing the Understanding by Design model of curriculum development to ensure that the curriculum taught is aligned to the Common Core State Learning Standards, and is outcomes-based;
- implementing explicit vocabulary instruction in every subject to ensure that students develop the academic language necessary to access the content;
- using Webb's Depth of Knowledge to incorporate higher-order thinking skills into every lesson and to increase the cognitive rigor of the lessons;
- incorporating literacy across the content areas to improve students' access to the content and their reading and writing abilities;
- organizing teachers into grade and content teams in order to ensure that students develop the academic language necessary to access the content;
- instituting Common Planning Time to allow teachers to engage in vertical and horizontal alignment of their curricula;
- providing instruction by highly qualified teachers and when this does not occur for four (4) or more consecutive weeks, 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 to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, 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 individual student reports about the performance of their child on the State assessment in at least math, English language arts and reading and other pertinent individual school

information; Report cards are issued three times each semester. Progress Reports are generated through Jupitergrades (online grading system) every six weeks. Report cards are either distributed to parents during Parent-Teacher Conferences or mailed to the home. Progress Reports are mailed to the home. Parents and students have access to the students' online Jupitergrades account, and can track their children's progress at any time.

- 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 has access to interpretation services which are provided by the parent coordinator, the Operations Manager and guidance counselor 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. Specifically, staff will be available for consultation with parents as follows:
  - Every week, the teachers in a grade team meet for KidTalk, a protocol in which they discuss the progress of a particular student and create an action plan to meet this student's needs. Parents can arrange to meet with the grade team at this time.
  - Parents can also make appointments to meet with staff members.
  - Every teacher is issued a school email address which parents can use to communicate with them. Parents can also email teachers via Jupitergrades;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities as follows:
  - Parents are invited to visit classes during Open School Week to observe classroom activities.
  - Parents are invited to volunteer and participate in their child's class on an as-needed basis.
- planning activities for parents during the school year such as conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- providing workshops for college and career-readiness, for example, the Hispanic Scholarship Fund which provided financial aid information to parents and students;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- providing resources through Child Center of New York to obtain counseling, and Human Resource services, as well as providing case-management for at-risk students;
- 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, and prepared with all materials 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 30 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;
- express high expectations, and offer praise and encouragement for achievement;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Support the school's discipline policy;
- Help my child accept consequences for negative behavior;
- Respect the cultural differences of others;
- Communicate positive values and character traits, such as respect, hard work and responsibility;
- 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 and ask for help when we need to;
- monitor my progress through Jupitergrades and attend Office Hours (Tuesday-Thursday, 9<sup>th</sup> period) when I need additional help from a teacher;
- read at least 30 minutes every day outside of school 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;
- give to our parents or the adult who is responsible for our welfare all notices and information received by us from our school every day.

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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>Maldonado, Debra</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>293</b>
School Name <b>Civic Leadership Academy</b>			

### B. Language Allocation Policy Team Composition

Principal <b>Phuong Nguyen</b>	Assistant Principal <b>Peggie Kirkland</b>
Coach	Coach
ESL Teacher <b>Gabrielle Kaplan</b>	Guidance Counselor <b>Idis Ortiz</b>
Teacher/Subject Area <b>Elizabeth Walker, ESL</b>	Parent <b>Felipe Donneys</b>
Teacher/Subject Area <b>Joanna Lobrutto, ELA</b>	Parent Coordinator <b>Janneth Cali</b>
Related Service Provider <b>Elizabeth Clarke, Spec Ed</b>	Other <b>Penny Yilmaz, Speech</b>
Network Leader <b>Derek Smith</b>	Other

### C. Teacher Qualifications

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>		

### D. School Demographics

Total number of students in school	<b>458</b>	Total Number of ELLs	<b>42</b>	ELLs as share of total student population (%)	<b>9.17%</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. 

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 include the informal oral interview in English and in the native language, and the formal initial assessment. Identify the persons 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).

Most students admitted to Civic Leadership Academy are from New York City middle schools. They are generally not new arrivals from other countries. However, for students who are new to the New York City school system, at enrollment, the Guidance Counselor Idis Ortiz or the Parent Coordinator Janneth Cali meet with the parents in order to help determine home language. Parents are asked to fill out the HLIS in order to show what language the child speaks at home. Help is provided in filling out the HLIS during the parent meeting if necessary. Ms. Ortiz and Ms. Cali are both fluent in Spanish and can conduct the informal interview in Spanish if needed. Once the HLIS is completed and it is determine that a language other than English is the home language, the student is administered the LAB-R by the ESL Coordinator, Gabrielle Kaplan. The Spanish LAB-R is also administered for students whose home language is Spanish. During the first ten days of enrollment, parents are invited to attend an orientation workshop offered by the ESL Coordinator and view a DOE video which describes available program options for ELLs. Bilingual staff is available for translating or clarifying purposes during the process as well. The vast majority of parents choose a free standing ESL program. Ms. Ortiz and Ms. Kaplan work with the parents to ensure that the child is placed in the appropriate program in a timely manner.

If the student scores below proficiency on the LAB-R, he or she is eligible for ELL services. An Entitlement Letter, Parent Survey, Program Selection Form, and Placement Letter are given to parents either via mail or through a conference with Ms. Kaplan and Ms. Ortiz. If the student scores above proficiency on the Lab-R, then parents are sent a Non-entitlement Letter.

We also use data systems like ATS (RLAT Report) to identify current ELLs and their level of language proficiency on the NYSESLAT. Furthermore, each spring, ELL students are tested by Ms. Kaplan and Ms. Walker to evaluate their English proficiency using the NYSESLAT. One school day is dedicated to each section of the NYSESLAT, excluding the Speaking section. Both ESL teachers administer the Speaking section prior to the other parts of the exam. Students receive sufficient time to complete each section of the exam as they are administered on separate days allowing for unlimited time. Parents are informed via letter of their child's scores and program eligibility once scores are released. ELL students who score below proficiency continue to receive ELL services appropriate for their level. ELLs scoring at or above proficiency are no longer entitled to ELL services, but receive transitional support for two years after reaching proficiency on the NYSESLAT exam.

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.

The Guidance Counselor, Parent Coordinator, and ESL Coordinator are responsible for helping parents understand the program choices. Within 10 days of enrollment, all parents are invited to attend a meeting to view the video and ask questions about all three choices. Bilingual staff members are available for translation or the school makes use of DOE translation support and material. A school administrator is present during meetings to ensure parents understand all three choices. Informal meetings also take place with the ESL Coordinator to follow up on any questions or concerns. Parents will be informed if a new program becomes available at the school through mail.

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

At the beginning of the school year, ELLs enrolled in the school receive a Continued Entitlement Letter which is sent to the parents. The ESL Coordinator also has an informal meeting with the child to discuss their current level of proficiency and how they will continue to be serviced. Parents of newly enrolled students receive the Parent Survey and Program Selection form. Repeated follow-ups are made with the parents to ensure the forms are completed and returned in a timely manner. Where necessary, parents are called in to the school so that bilingual staff members and the Guidance Counselor and ESL Coordinator can assist with filling out the forms. Returned forms are stored in the main office for reference.

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.

To date, Civic Leadership Academy uses an ESL instructional program since that is the requested program by the overwhelming majority of parents. Currently, students requiring Bilingual instruction are also Special Education students. Thus, they receive an Alternate Placement Language paraprofessional to meet their language need during all classes including ESL. Their ESL teacher, Ms. Walker, is bilingual and speaks Spanish. Several other school personnel are also proficient in the dominant home language of the majority of ELLs. We also have staff members who are proficient in Chinese, Haitian, Russian, and French. They are available for translation to parents and families. If the family speaks a language that we cannot translate in the school, we use DOE translation services or contracted interpretation services as needed.

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?

Our school uses a Free-Standing ESL instructional program based on an immersion model, which has produced superior results in achieving targeted language proficiency. This program has consistently been chosen by the parents. Should the school have the necessary number of students for another program, the students and parents will be notified via meetings and mail.

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

The Free-Standing ESL instructional program is aligned with parent requests because it has consistently been chosen by our parents. Those Special Education students requiring bilingual services participate in an ESL class with a bilingual teacher and receive an Alternate Placement Language paraprofessional to further meet their language needs in their content area classes. If a parent chooses an alternate program, the family is given guidance about other schools that have long running and respected programs of their choice. We will continue to offer a program that best aligns with parent choice and our student needs.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

K  1  2  3  4  5

Check all that apply

6  7  8  9  10  11  12

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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>														0
<b>Push-In</b>										1				1
<b>Total</b>	0	0	0	0	0	0	0	0	0	1	0	0	0	1

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	20
SIFE	6	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	21

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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	10	2	0	11	3	3	21	1	17	42
<b>Total</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>11</b>	<b>3</b>	<b>3</b>	<b>21</b>	<b>1</b>	<b>17</b>	<b>42</b>

Number of ELLs in a TBE program who are in alternate placement: 0

**C. Home Language Breakdown and ELL Programs**

**Transitional Bilingual Education**

Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
<b>TOTAL</b>	<b>0</b>																				

Dual Language (ELLs/EPs) 9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	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>	<b>0</b>										

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										24	6	3	2	35
Chinese												1		1
Russian														0
Bengali										1				1
Urdu											1			1
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	3			4
<b>TOTAL</b>	<b>0</b>	<b>26</b>	<b>10</b>	<b>4</b>	<b>2</b>	<b>42</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

## A. Programming and Scheduling Information

content areas and accelerate English language development?

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### 1. How is instruction delivered?

- a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

In addition to a mainstream ELA class, students are programmed for a pull-out class based on their language proficiency. Advanced and intermediate students have one pull-out, literacy-based class. Beginners are programmed for a double-period, literacy-based pull-out class. An ESL teacher also pushes in to a global history class which consists of low-advanced, intermediate, and beginner students. An ESL teacher also teaches an Applications in English class focusing on English Regents preparation which consists of a majority of ELLs and former ELLs. ESL students are also programmed for ninth period in which both ESL teachers provide help across all contents. ESL students are mainstreamed for all other subjects.

- 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])?

In the ESL pull-out classes, students are organized homogeneously by language proficiency: advanced, intermediate, or beginning. Thus, ESL pull-out classes are organized regardless of grade. However, the vast majority of all ESL students are ninth and tenth graders. Students are mainstreamed for all other classes and follow the program for their grade. Many of the ninth grade ELLs have been placed in the global history class co-taught by Ms. Walker.

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)?

We have two ESL teachers for our 42 ELL students. Our Advanced class meets five days a week for 45 minutes for a total of 225 minutes. Advanced students are also programmed for an additional English class for an additional 225 minutes a week of study. Our intermediate class meets five days a week for 45 minutes each day and an ESL Teacher co-teaches a global history class five days a week for a total of 450 minutes a week. Our Beginner class meets five days a week for (a double period ) 90 minutes a day and an ESL teacher co-teaches a global history class five days a week for a total of 675 minutes a week. All ESL students, regardless of level, also receive a mainstream ELA class five days a week for 45 minutes for a total of 225 minutes per week. In addition to a mainstream ELA class, many tenth grade ESL students have also been programmed for an Expository Writing Class five days a week for 45 minutes for a total of 225 minutes per week. We currently do not provide native language arts instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and

## A. Programming and Scheduling Information

methods used to make content comprehensible to enrich language development.

All students are mainstreamed for all classes besides ESL, and instruction is in English, except for the Spanish language courses offered. Teachers use whole group, small group, and individualized instruction with all students including ELLs. In order to address the needs of our ELL students in acquiring English language proficiency and literacy skills, ESL methodologies are incorporated into the content areas, especially for beginner ESL students. ELL students receive differentiated instruction through small group instruction in the content areas of ELA, math, social studies, and science (i.e. scaffolding, repetition, graphic organizers, interactive read-alouds, retellings, sequencing, thematic units, predicting, anticipatory guides, story maps, etc.). Students have access to a dictionary in all classes. The ESL Coordinator and Ms. Walker identify ELL students (level of proficiency and special needs) to all teachers and are available to conference and common plan.

4. How do you ensure that ELLs are appropriately evaluated in their native languages?

While ELLs are mainstreamed for the most part, many beginners and intermediate ELLs are placed in CTT classes. There is sufficient heterogeneity, and teachers further differentiate their instruction and curricula so that the needs of students are met at all levels. Teachers use leveled reading materials and have students participate in collaborative work. Ms. Walker pushes in to a global history class to provide targeted assistance for ELLs therein. The ESL pull-out classes differentiate ELLs according to their linguistic level. Further differentiation occurs between newcomers and long-term ELLs and between different home languages. The needs of Spanish speaking ELLs and ELLs from non Indo-European language groups create different pedagogical needs that are duly noted and addressed by the ESL teachers.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

SIFE ELLs are paced in small group classes of 8-10 students to provide individualized support. Struggling readers and developing writers are exposed to an accelerated phonics, level guided reading, creative writing and vocabulary development program. They are also placed in CTT classes and paired with academically strong and helpful peer mentors. In addition, support is provided for all classroom content teachers by Ms. Kaplan and Ms. Walker.

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.

Students are not tracked according to how long they have been in the United States, but rather according to their English proficiency level. Many newcomers arrive with knowledge of English and thus are placed in an ESL class based on their level: advanced, intermediate, or beginning. Newcomers are paired with peer mentors so that they may begin to build a relationship with the school community. Similarly, ESL teachers and other teachers alike work on building cultural bridges, making these students feel welcome, and drawing connections between their home language and culture with the culture and life of the school community, the city, and the United States.

c. Describe your plan for ELLs receiving service 4 to 6 years.

Students who have had ELL status for four to six years are expected to have achieved Advanced status, if not Proficient. If they have not, they are placed in pull-out intermediate classes that are small and individualized while being as an accelerated pace. They function in heterogeneously mixed classes that are differentiated and work with the ESL teachers to master academic English.

d. Describe your plan for long-term ELLs (completed 6 years).

Most such ELLs have achieved Advanced status, and need to focus on the mastery of academic English in conjunction with improving their literacy skills. They are proficient on the Speaking and Listening sections of the NYSESLAT, but need to raise their Reading and Writing levels. The pull-out Advanced ESL classes focus on academic English and moving students towards college readiness. In addition, some of these students have general academic motivational and behavioral issues that are addressed through referrals made to the guidance counselors. Parents, peers, and community resources are also enlisted in supporting the ELLs in their move towards Proficiency.

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas

## A. Programming and Scheduling Information

and accelerate English language development?

Differentiated instruction for ELLs with special needs depend on their Individualized Education Plans. A special education teacher in each content area pushes into the core subject classes and modifies instruction based on student needs and testing accommodation. The special education and ESL teachers collaborate in their support of these students, working with subject teachers to incorporate scaffolds and language support for the students. Teachers incorporate leveled texts where possible.

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Special Education and ESL teachers collaborate in the support of ELL-SWD students. These students are placed in CTT classes for Regents-bearing classes. Many of them also receive an Alternate Placement Language paraprofessional to assist them in all their classes. All teachers are informed of the status of their students and have access to their Performance Series Assessment as well as SESIS in order to provide proper help and simultaneously create an individualized rigorous program. Special Education teachers push in to several classes in order to assist in this process. Students are placed into CTT classes. They are also available for one to one tutoring during ninth period. Moreover, the ELL-SWD students are strongly encouraged to attend the afterschool Homework Help and Tutoring program. During the spring semester, where possible, these students are programmed for Regents support classes in addition to their regular content-area classes and are strongly encouraged to attend our Saturday NYSESLAT Prep class.

### Courses Taught in Languages Other than English ⓘ

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

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

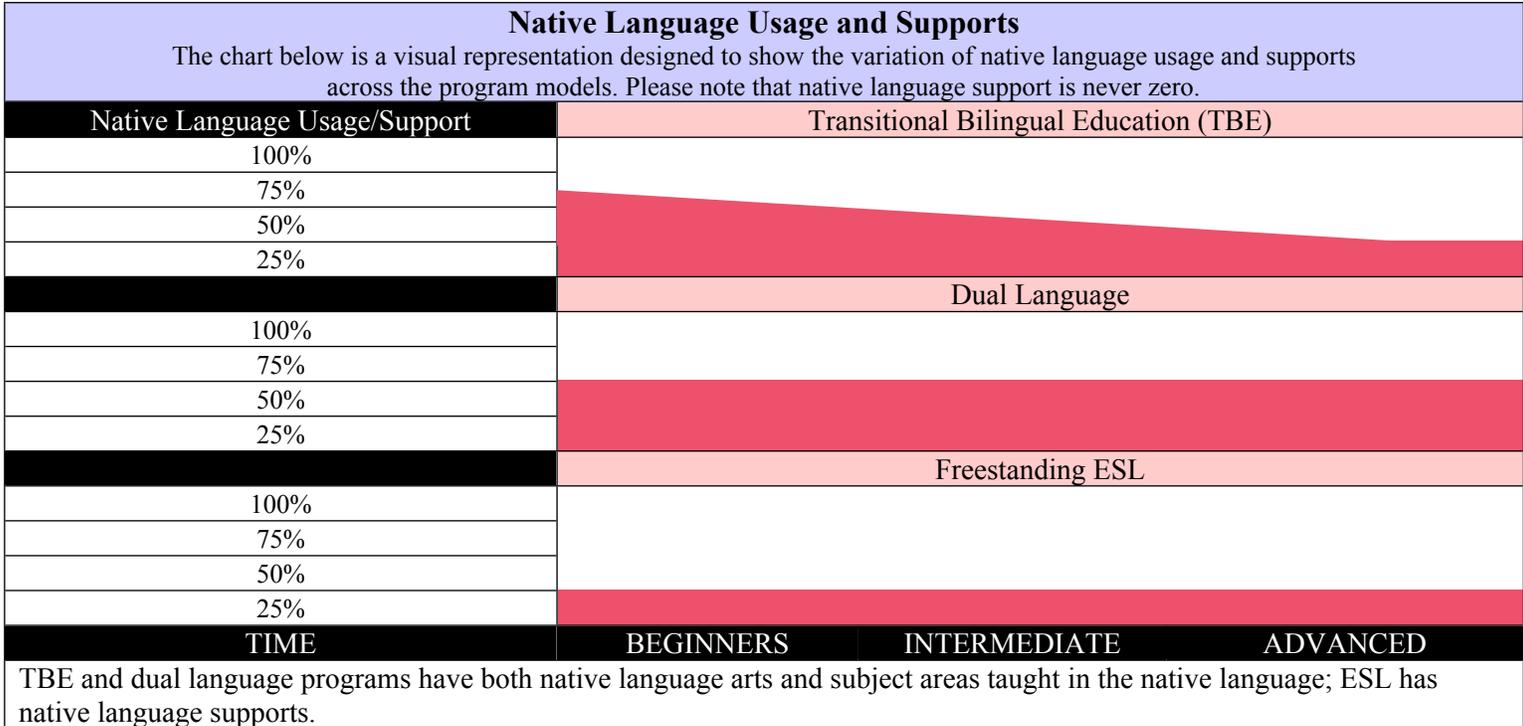
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

### 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
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



## 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?

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.

We are able to identify students who need targeted intervention based on AYP data, STARS Scholarship Report, diagnostic examinations, Jupitergrades/Datacacion and teacher- made tests. Thus, we are able to tailor the type of support we provide to the specific needs of the different categories of ELL students. All ELL students are identified to their classroom teacher so that they can adopt strategies supportive of their ELL students. In addition, all ELL students take a literacy-based elective in order to support and develop their reading and writing skills. SIFE students are offered AIS courses, counseling, individualized tutotring, and support classes in the core content areas. Newcomers are programmed based on their NYSESLAT or LAB-R scores and receive level appropriate support in addition to counseling and tutoring as needed. ELL students who have received 4-6 years of service are also programmed based on their NYSESLAT scores and receive tutoring in core subjects. Long-term ELLs receive toturoing and counseling on an as-needed basis. ELL students identified as having special needs take ESL classes based on their level of language proficiency. They are also programmed for CTT classes as per their IEP and receive tutoring and counseling as needed. All ESL interventions are offered in English. However, language paraprofessionals and bilingual staff members offer tutoring and assistance in English and the student's home language.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.

ELL students who have reached proficiency are offered all NYS Regents testing modifications as per the guidelines of the NYSED. These students are identified to all faculty and staff so that extra assistance and time can be offered. They are also given home language dictionaries where applicable. The school has been successful in helping the ELL and former ELL students stay on track to graduate. All ELLs have access to the ESL classroom which features leveled books, mainstream literature, abridged texts, texts in Spanish, texts on CD, vocabulary games, two desktop computers for student use, as well as access to Ipads with ESL applications. ELLs reach proficiency are also encouraged to attend ninth period in the ESL classroom where they may receive help and guidance from the ESL teachers. The ESL Coordinator also conducts informal meetings with these students throughout the year to assess where further assistance is needed. Such meetings also take place with their content area teachers.

10. What new programs or improvements will be considered for the upcoming school year?

During the academic year, the ESL classroom will be outfitted with a Smart board and a class set of Ipads (currently there are two Ipads dedicated to the ESL classroom). The ESL teachers will be incorporating more technology in their instruction in order to better prepare students for college and the technology driven world. Students will also be tested using Performance Series Assessments each semester in order to assess reading levels and to support the goals of each individual student as aligned with the common core standards.

11. What programs/services for ELLs will be discontinued and why?

N/A

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your

building.

ELL students can and do participate in all school programs without exception. They have access to the same high quality instructional materials as all other students. ELL students are a very active part of our afterschool OST programs, which is funded by Child Center of NY. This program provided academic and extracurricular programming to students. There is homework help everyday as well as tutoring and one-to-one intervention. Students also engage in after school sports and arts activities such as bowling, football, soccer, the Music and Art Showcase, and the Halloween Eve performance. Many of the ELLs also take part in the History Fair and the Shakespeare Festival. ESL teachers, content area teachers, and other staff members advise and help the ELLs so that they may take part in all activities offered at CLA.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

ELL students benefit from texts and materials that are developed specifically for ELLs. The ESL classroom is equipped with two computers for exclusive use by ELLs as well as two Ipad formatted with ESL applications. Dictionaries, glossaries, and cognate charts in the native language are made available in ESL and content area classrooms. Age and grade appropriate support and resources are offered to our ELL students. Other instructional materials that are available to our ELL students are a Computer Lab, the campus Library, Smart boards, projectors for presentations, digital cameras, and video cameras.

14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

Native language support is offered in the Free-Standing ESL classes through the use of dictionaries, cognate charts, Spanish texts, a bilingual ESL teacher, and Alternate Placement Language paraprofessionals.

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

All of the required services, support, and resources for high school-aged ELLs are available to our students. We use a wide variety of resources in our school including teacher-made materials, textbooks and trade books on a range of levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all of our classrooms and students use the internet to access resources.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Before the beginning of the school year, we offer a New Student Orientation and an Open House for families to visit the school. The Guidance counselors, Parent Coordinator, and ESL Coordinator do active outreach to families and conduct interviews with ELLs and their families. They explain the school rules, customs, make sure students know how to get to and from school, and pair the student with an experienced student who can help them adjust to the new school and culture. We also offer a Summer Bridge Program led by the Dean and other teachers. ELLs are given the opportunity to create a peer support network, strengthen academic and social skills, and become familiarized with the school environment and its resources. During the end of the summer, we also have a meet and greet barbeque. All new and former students and their families are invited to meet their teachers and other staff members. This offers the ELL students and parents an alternate informal meeting.

17. What language electives are offered to ELLs?

Currently, Spanish is a language elective for all students including the ELLs.

### 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)?

N/A

### **D. Professional Development and Support for School Staff**

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

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

Professional Development for all personnel who work with ELLs is provided within the school's regular, on-going professional development program. It is delivered during conference days and faculty and department conferences. The Assistant Principal, who has attended QTEL workshops, as well as the ESL Department conducts professional development with all content teachers and staff members. The trainings include but are not limited to: ELL learning profiles, workshop model as an ELL support, scaffolding techniques for ELLs, strategies for building academic language, ESL in the content areas, literacy, assessment and evaluation of ELLs, NYSESLAT results and requirements.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff are provided with manuals on scaffolding techniques that aid ELLs, access to NYSESLAT results and Performance Standard reading levels and goals. Teachers are also given common planning time to meet with the ESL teachers so that they can provide student specific support on a weekly basis. Faculty also engage in weekly Analyzing Student Work sessions in which Regents/ core content scaffolds are created based on the needs of ELLs. The guidance counselor receives professional development during the school's on-going professional development program and attends outside workshops when available.

In addition, other workshops are offered throughout the year depending on funding and availability. Teachers, staff members, and other personnel attend such workshops as QTEL, New Visions sponsored trainings, and the NCTE Conference.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

The minimum 7.5 hours of ELL training for all staff are met in a variety of ways. For the majority of staff, we conduct at least one monthly PD sessions on ELL strategies for 45 minutes, which is a total of 450 minutes or 7.5 hours for the year. Some staff members receive additional hours by attending outside workshops as stated above. Records are maintained

## E. Parental Involvement

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

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

The Parent Coordinator and Parent Association schedule workshops on a monthly basis for all parents. Parents are also informed about school services and activities via letters, email, phone calls, Jupitergrades (online grading program available in English and Spanish) and face-to-face communications. Additionally, the Parent Coordinator is available every day to answer any questions or concerns that parents may have. She is bilingual and speaks the dominant first language of our ELLs. Translation services are available at Parent Association meetings throughout the school year. To the greatest extent possible, all parent communication are translated into the dominant language as well.

For newly entering ELLs, all materials are available in the parent's home language so they may better understand the placement of their children and their LAB-R results. During the orientation meeting, translators are also available so that parents may be informed. Furthermore, we offer many opportunities for parents to ask questions about the ESL program and their child's ELL status.

Parent conferences are also conducted every fall and spring to orient ELL parents regarding program requirements, standards, assessments, and school expectations. Translation services are available during Parent Conferences so that ELL parents can meet with the teachers. Translation services are also available on an ongoing basis for parents who need to meet with the Guidance Counselors and/or teachers. If necessary, ELL parents are referred to community agencies that can provide additional services.

All parents are invited to attend the Music and Art Showcase, the Halloween Eve performance, and other after school arts and music events. We inform ELL parents of all relevant DOE and community sponsored events via mail and our automated phone system, which has been programmed to deliver messages in English and Spanish.

### 2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

Child Center of NY is our primary community based organization partner. Through our partnerships, they have opened a Mental Health Clinic on the campus that helps parents work through issues with their children. The social worker who works in the clinic is bilingual and speaks Spanish. Throughout the year, the Parent Coordinator does outreach to various community-based organizations that offer workshops and/or resources for our parents. Parents of ELLs have had the opportunity to take workshops on Basic Typing and Computer Use, as well as workshops intended to help parents learn conversational English. Such workshops have been conducted in the dominant language of our ELLs. Organizations such as the Hispanic Scholarship Fund have also conducted college fairs and workshops aimed at helping parents of Latino students learn the college application process.

### 3. How do you evaluate the needs of the parents?

We use school survey results, communication between parents and the Parent Coordinator, PA meeting feedback, and other events to determine the support needed by our parents. We target our events toward these needs and the needs of our students. Due to this process, we now offer more workshops about graduation requirements and the college admissions process.

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

We are very responsive to the needs of our parents since we understand that they are a vital part in the students' learning process. Parent involvement activities are determined based on the data from parent surveys, individual conferences, PA meetings, and parent involvement in special events. These data sources guide the activities and programs we offer our parents. After learning that many of our parents are not familiar with using a computer and the internet, the Parent Coordinator arranged for a series of computer classes to be taught both in English and the dominant language of our ELLs. These classes allowed our parents to access Jupitergrades in order to be aware of their

children's grades and it allowed them to pursue other endeavors. The Parent Coordinator also arranges individualized meetings and/or trainings based on the needs expressed by parents. For example, she has shown some parents how to set up and access email accounts, and has helped them write resumes and cover letters. She also connects them with community programs and resources based on the needs that they express.

## 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)										5	0	0	0	5
Intermediate(I)										11	3	3	1	18
Advanced (A)										10	7	1	1	19
Total	0	0	0	0	0	0	0	0	0	26	10	4	2	42

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										0	0	0	0
	I										5	0	1	0
	A										8	2	2	1
	P										13	8	1	1
READING/ WRITING	B										5	0	0	0
	I										11	3	3	1
	A										10	7	1	1
	P										0	0	0	0

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

NYS Math				
Level 1	Level 2	Level 3	Level 4	Total

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									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	5		2	
Integrated Algebra	23		12	
Geometry	11		3	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry				
Earth Science	7		1	
Living Environment	27		12	
Physics				
Global History and Geography	13		5	
US History and Government	3		2	
Foreign Language	1		1	
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.

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.

We use eighth grade ELA scores to inform our assessment of literacy skills. We also conduct the Performance Series assessments at the beginning, middle and end of the year in order to determine the reading levels, areas of need, and progress of our students. Additionally, all teachers conduct diagnostic exams at the start of the school year to determine the needs of their students. NYSESLAT results are also disaggregated, and those results are used to inform our instructional plans for our students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Currently, 12% of our students are scoring at the Beginner level on the NYSESLAT exam. The breakdown by grade is as follows:

- 9th grade: 5
- 10th grade: 0
- 11th grade: 0
- 12th grade: 0

Currently, 43% of our students are scoring at the Intermediate level on the NYSESLAT exam. The breakdown by grade is as follows:

- 9th grade: 11
- 10th grade: 3
- 11th grade: 3
- 12th grade: 1

Currently, 45% of our students are scoring at the Advanced level on the NYSESLAT exam. The breakdown by grade is as follows:

- 9th grade: 10
- 10th grade: 7

11th grade: 1

12th grade: 1

We have noticed that most of the ESL students in the upper grades have passed the NYSESLAT exam, and that the majority (62%) of our current ELL students are in 9th grade and span all proficiency levels. As a result, in addition to the ESL program, all of our ELLs have a regular mainstream English class. An ESL teacher also pushes into a Global History class to assist the teacher in scaffolding concepts and making the language more accessible. Many ELLs are also programmed to the ESL classroom for ninth period, allowing the ESL teachers to work with them on all content. In the spring, students will also be asked to attend Saturday Academy; a prep class given to all ELLs in order to further prepare them and offer practice for the NYSESLAT exam.

To date, students who have taken the LAB-R upon arrival at the school have shown proficiency on the exam. These students tend to be students coming from private junior high schools rather than newcomers.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?

Patterns in data will be used in planning instruction, identifying strategies that best meet the needs of our ELLs, and allocating resources for tutoring and additional services. Administration and the ESL department analyze the patterns across NYSESLAT modalities when results are released. These patterns determine class goals, classes offered, and other instructional decisions.

4. For each program, answer the following:

a. 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?

The pattern that we notice across proficiency levels is the tendency for a significant number of ELL students to perform best on the listening/ speaking portions of the NYSESLAT, while struggling in the reading/writing portions of the test. In fact, our students tend to gain proficiency in the listening/speaking portions before they attain proficiency in reading and writing. For this reason, our ESL classes place emphasis on academic language and literacy. In addition, ELL students in 9<sup>th</sup> receive an additional Social Studies class that focuses on building their literacy in this content area through frequent exposure to DBQs and writing essays.

We found that our students tended to perform better on Regent exams that require less reading and writing. ELL students perform less well on tests that require significant amounts of reading and writing. As a result of these findings, ELL students in all grades receive an additional ELA class that focuses on reading and writing skills.

Students tend to take exams in English and use native language versions as a guide for understanding.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

Teachers have access to ELLs' Series Performance Assessment results and are able to use these results to plan instruction and align instruction and assessment with particular standards. Teachers are also using periodic diagnostic assessments to further determine the needs of ELLs. In the beginning of the year, both ESL teachers administer an ELL assessment based on level of proficiency to determine specific needs in speaking, listening, reading and writing. During the second semester, the ESL department will be administering one ELL Periodic Assessment to all ELLs.

c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?

As with the NYSESLAT results, we have noticed that students tend to score higher on listening and speaking. They tend to find difficulty in performing on the reading and writing sections. We have also noticed that students tend to find difficulty in the writing task; especially in understanding the directions and the requirements of the task. Periodic Assessments are currently only given in English as our students tend to come with some familiarity of the language.

5. For dual language programs, answer the following:

a. How are the English Proficient students (EPs) assessed in the second (target) language?

N/A

b. What is the level of language proficiency in the second (target) language for EPs?

N/A

c. How are EPs performing on State and City Assessments?

N/A

6. Describe how you evaluate the success of your programs for ELLs.

We evaluate the success of our ELL program based on how ELLs perform on various assessments; including Regents exams, the NYSESLAT exam (movement from year to year), diagnostic tests, and Performance Series assessments. We also look at credit accumulation and their overall performance in core classes.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Phuong Nguyen	Principal		1/1/01
Peggie Kirkland	Assistant Principal		1/1/01
Janneth Cali	Parent Coordinator		1/1/01
Gabrielle Kaplan	ESL Teacher		1/1/01
Felipe Donneys	Parent		1/1/01
Elizabeth Walker	Teacher/Subject Area		1/1/01
Joanna Lobrutto	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Idis Ortiz	Guidance Counselor		1/1/01
Derek Smith	Network Leader		1/1/01

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Clarke	Other <u>Teacher, Special Ed</u>		1/1/01
Penny Yilmaz	Other <u>Teacher, Speech</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

DBN: **24Q293** School Name: **Civic Leadership Academy**

Cluster: \_\_\_\_\_ Network: **561**

**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.

During the summer of 2011, we compiled the Home Language Surveys from the students' permanent records and mailed out a copy of this survey to the students whose records we did not have. We also used ATS to run reports on the language needs of our population. Based on the information from the Home Language Survey and ATS, we determined that 76% of our parents need Spanish language translations in written and oral form. We also found a need for Chinese, Tibetan, and Urdu language interpretations as well.

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.

Based on our findings from the Home Language Surveys and data from ATS, we found that we have a large number of students (76%) with Spanish as their home language. We reported the findings to our school leadership team, and PTA Executive Board. We all agreed that it is vital that our parents are communicated with in their native language as much as it is possible. We informed the faculty at the beginning of the school year, and provided each teacher with the student biography report that listed contact information as well as the home language of the student.

## 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.

Since 76% of our students come from Spanish-speaking homes, all school-wide written communication to families is translated in Spanish by staff members. Translations of any official communication from the Department of Education are also sent home to the families.

We also contact the Office of English Language Learners and request their translated materials. We have used the services of the Translation Office to translate documents for our families and translate via phone for parents whose language is not spoken at the school.

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.

Our school can provide oral interpretation services for the majority of the students. We identified our language needs early on, and were mindful of the staff that we hired to ensure that we could address the language needs of our parents and students. Our Parent Coordinator, School Business Manager, Guidance Counselor, and ESL teacher can communicate fluently in Spanish. We also have an alternative placement language paraprofessional who translates for our students. Some of our teachers are fluent in Spanish and our Chemistry teacher is fluent in Cantonese. Our paraprofessionals are fluent in Spanish and Urdu.

In addition, if there is a need for any other language that we cannot address in-house, our partner, Child Center of NY, has made available staff members who can translate for us. For special education services, we use a DOE-approved outside contractor for translation services during evaluations for languages we cannot translate.

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>.

We fulfill Section VII of Chancellor's Regulations A-663 in the following manner:

- We provide each parent whose primary language is a covered language, and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We keep copies of the translated versions of this document, in the covered languages, in the main office to be distributed as needed.
- We post a sign in each of the covered languages, or most prominent covered languages, indicating the availability of interpretation services. These signs are posted at the entrance of the main office, at the elevators, and at the entrance of the Guidance Suite offices.
- We include in our school's safety plan procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices, solely due to language barriers.
- We currently do not have 10% of our students whose family speaks a primary language that is neither English nor a covered language and thus, do not need to have forms and signage translated at this time.

## 2012-13 Comprehensive Education Plan (CEP)

### 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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Civic Leadership Academy	DBN: 24Q293
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 32
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The ESL Department has reviewed ELL data including Regents scores, credit accumulation, and NYSESLAT data by modality and determined that our English Language Learners need to work on developing their writing and reading skills. We will be serving our students in 9th, 10th, 11th, and 12th grade through an afterschool reading remediation program as well as a Spring Saturday Academy. The afterschool reading remediation program will begin in November (Thursday, November 8) and run through the second week of June. The program will take place afterschool on Tuesdays and Thursdays from 3:30 to 4:30 (one hour each session; two hours each week). The duration of Saturday Academy will be six Saturday sessions beginning in April and ending in May of 2013. We will serve 8-10 low level SPED/ELL students in the afterschool program and all 35 ELLs in Saturday Academy. During the afterschool reading remediation program, students will receive tutoring and instruction in English using Achieve 3000 and other sources for reading improvement. Saturday Academy will focus on academic language and literacy due to the trends in past NYSESLAT scores.

### Part C: Professional Development

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

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

Begin description here:

In an effort to enhance reading comprehension and the rigor of writing for the ELL students, the ESL/SPED Departments will be receiving professional development and on site workshops by Lisa Gursel in the use of Achieve 3000. Various topics including the use of ESL strategies will be covered as well as meeting college and career readiness goals. These workshops will train the teachers in further monitoring student work, progress, and struggles while collecting data to support their future learning. All teachers serving the ELL students will also be receiving professional development on quality questioning; how questioning can be used to advance thinking, learning, and achievement and transform every classroom. The duration of the professional development will run the length of the school year.

### Part D: Parental Engagement Activities

**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:

We are very responsive to the needs of our ELL parents because we understand that they are a vital part in the student's learning process. Based on the data from parent surveys, individual conferences, PA meetings, and parent involvement in special events, it has been determined that ELL parents would greatly benefit from English classes. Two hour English classes will be provided in order to improve the literacy of our ELL parents and help them gain the skills to further assist in their children's education. These classes will be taught by Karina Medina, our Spanish teacher, for the length of 12 weeks. Parents will gain knowledge in conversational English, while improving their reading comprehension and writing skills. Parents will also learn how to create a resume and become familiar with computer and internet use. The Parent Coordinator will contact parents by phone and mail in advance in order to help them arrange to attend the program.

**Part E: Budget**

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

Allocation Amount: \$?????

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

**Part E: Budget**

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

Allocation Amount: \$?????

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		