Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: EXIMIUS COLLEGE PREPARATORY ACADEMY

DBN (*i.e. 01M001*): 09X250

Principal: JONATHAN DALY

Principal Email: JDALY7@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLE

Network Leader: LAWRENCE PENDERGAST

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Jonathan Daly	*Principal or Designee	
Bhoj Totaram	*UFT Chapter Leader or Designee	
Sergio Montolio	*PA/PTA President or Designated Co-President	
James Soto	DC 37 Representative, if applicable	
Michael Reid Noemi Guzman	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Sajo Touray	Member/ Parent	
Natalia Leon	Member/ Parent	
Marleily Vargas	Member/ Staff	
Cristina Batista	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
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	Member/	
	Member/	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.

- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.

- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.

- Align their goals with the current citywide instructional expectations**.**

- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.

- Conduct a needs assessment of your school

- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.

- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

- Enumerate the strategies and activities that will be implemented to achieve each goal.

- Identify all fund sources that will be used for the completion of each activity.

- List the projected timeline for completion of each activity, including the start and end date of each activity.

- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	**School Leadership Team Signature Page**
x	**Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)**
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	**Academic Intervention Services (AIS)**
x	**Title I Plan (Only for schools receiving Title I funding)**
x	**Parent Involvement Policy (PIP)**

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
In order to increase the number of students that are promoted to the 10th grade, for the 2013-14 SY, we will have a 5% increase in the number of students earning 10+ credits in their Freshman year by tracking and monitoring students progress in each class at the end of each marking period and conferencing with students and parents that are not on track to earn at least 10 credits so as to meet their socio-emotional needs.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
The percentage of students earning 10+ credits on their first year was 76.5% (citywide average is 79.3%). The percentage of students in their third year earning 10+ credits was 52% We scored a B on the school progress report in the area of student progress.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. The school will hold assemblies for 9th graders in the beginning of the year to inform the importance of getting off to good start. 2. Castle Learning for credit recovery. 3. Ongoing progress monitoring and tracking with reports to students and families.
B. Key personnel and other resources used to implement each strategy/activity
1. The guidance team will make sure that 9th graders have the classes that they will need to complete total credits required for promotion. 2. Subject area teachers and administrators
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The guidance team will create a spreadsheet to track 9th grade students and where they are in terms of credit accumulation 2. Attendance and time on Castle Learning 3. Standard Mastery on Castle Learning
D. Timeline for implementation and completion including start and end dates
1. Implementation will take place at the beginning of the year (9/2013 and should be completed by 6/2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. The school will offer Castle Learning online assignments to 9th grade students that need to make up assignments that they missed or did not get achieve mastery. 2. Guidance counselors to provide socio-emotional support

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 guidance team will set up conferences with 9th grade parents to educate them about what students need to do to be promoted to the 10th grade.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
In order to decrease the number of 9th grade students for the 2013-2014 SY that have 15 or more absences for the school year from 33% to 25%, we will have initiate attendance incentives and increase parent and student outreach and youth development services.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
1. We will implement attendance improvement initiatives, reach out to families, and develop a sense of community and school spirit. 2. Provide socio-emotional supports for needs of specific students.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. The school will use school messenger to call the homes of students who are late or absent every day. 2. Patterns of absences will be monitored by the attendance teacher and personal calls will be made. 3. Student and Family meetings with school personnel 4. Counseling services for students in need
B. Key personnel and other resources used to implement each strategy/activity
1. On a monthly basis the attendance team will hold group meetings with parents of students that have a high number of absences and/or lateness's to assist in resolving attendance issues. Guidance counselors and teachers.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The attendance team will create a spreadsheet to track 9th grade students' attendance, log activity and notify parents for conferences if necessary. 2. Students will be separated into groups depending on their attendance patterns and appropriate follow-up will be provided. 3. Teachers will reach out to parents and be "support-mentors" for specific students.
D. Timeline for implementation and completion including start and end dates
1. Implementation will begin in 9/2013 and completed 06/2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Teachers will provide late/absent students with an opportunity to make up work that was not completed during 9th period

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).
1. The attendance team will organize teachers on grade teams to call parents and set up meeting dates to discuss student attendance issues.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy	x	Title IA	x	Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
In order to increase the number of students for the 2013-14 SY who are able to effectively collect, analyze and apply evidence to support a position across subject areas and grades, teacher teams for each content area will create two CCLS units that focus on students collecting, analyzing, and applying evidence to argue a position with claims and counterclaims.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
As per the 2013-14 Citywide Instructional Expectations and the implementation of the CCLS. There is a need for a clear sense of the instructional objective by means of conceptual understanding and evidence. The 8th grade data shows that our students struggle supporting their ideas with evidence And high school students struggle with providing counter claims .

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1. Use of pre-write graphic organizers for argument writing 2. Writing skills identification, development, and progress monitoring 3. Extended writing in all content courses 4. Seating of the student, checking for understanding, and accountable talk
B. Key personnel and other resources used to implement each strategy/activity
1. All teachers and teacher teams collaborate their efforts to implement this strategy 2. Lead Teacher 3. Assistant Principal, Instruction
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The inquiry teams will be collecting, analyzing, and applying evidence from student work through baseline data. 2. Initial school baseline essay, English essays, Social studies thematic and DBQ essays. 3. Literacy Benchmarks for CCLS implementation
D. Timeline for implementation and completion including start and end dates
1. Implementation will begin 9/2013 and be completed by 6/2014
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Inquiry and department teams will meet each week during designated periods to discuss the implemented strategies and best practices 2. CCLS professional Development 3. CCLS Peer Reviews 4. SPED and ELL PD for all content teachers.

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).
Inquiry teams will contact parents to inform them of the strategies that will be implemented and discuss with both parents and students what is to be expected.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	**Tax Levy**	**x**	**Title IA**	**x**	**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.

B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	**Type of Program or strategy *(e.g. repeated readings, interactive writings, etc.)***	**Method for delivery of service *(e.g. small group, one-to-one, tutoring, etc.)***	**When the service is provided *(e.g. during the school day, before or after school, etc.)***
ELA	9th period skills AIS	Tutoring	During the school day
Mathematics	9th period skills AIS	Tutoring	During the school day
Science	9th period skills AIS	Tutoring	During the school day
Social Studies	9th period skills AIS	Tutoring	During the school day
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	Behavior Intervention by Guidance	Small group	During the school day

Title I Information Page (TIP)

For Schools Receiving Title I Funding

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.					
x	**School Wide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers. The pupil personnel secretary will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
A Mentor is assigned to support struggling and un-qualified teachers. The school has a lead teacher for ongoing instructional support and an administrator that provides curriculum and CCLS support

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Student supplies are purchased as well as school uniform items. Metro cards are distributed as well.

SWP Schools Only

Transition Plans to Assist Preschool Children ***(Elementary Schools Only)***

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

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers meet as grade teams and department teams 3 times a week. In these meetings baseline assessments are discussed and instructional changes that benefit our student population are reviewed. Teachers take a survey in January to identify areas in need of professional development.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Directions and Guidance for Developing and Updating the Parent Involvement Policy (PIP) *(Required 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.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

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

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

Office of English Language Learners
Grades K-12 Language Allocation Policy
Submission Form
2013-14 to 2014-15 School Years

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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 ⓘ

District 09	Borough Bronx	School Number 250
School Name Eximius College Preparatory Academy		

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Jonathan Daly	Assistant Principal Al Gonzalez
Coach type here	Coach type here
ESL Teacher Sherron Tynan	Guidance Counselor Jessica Madera
Teacher/Subject Area E. Hernandez	Parent Mr. Dembele
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers not currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers not currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs		ELLs as share of total student population (%)	0.00%

Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K☐ 1☐ 2☐ 3☐ 4☐ 5☐ 6☐ 7☐ 8☐ 9☒ 10☒ 11☒ 12☒

This school offers (check all that apply):

Transitional bilingual education program	Yes☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										14	12	8	6	40
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	14	12	8	6	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	**Newcomers (ELLs receiving service 0-3 years)**	14	**ELL Students with Disabilities**	19
SIFE	0	**ELLs receiving service 4-6 years**	11	**Long-Term (completed 6+ years)**	15

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	14		3	11		4	15		12	40
Total	**14**	**0**	**3**	**11**	**0**	**4**	**15**	**0**	**12**	40
Number of ELLs who have an alternate placement paraprofessional: 3										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
SELECT ONE														**0**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: 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										14	9	6	3	32
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	3	3	7
TOTAL	0	0	0	0	0	0	0	0	0	14	11	9	6	40

Part III: Assessment Analysis

Assessment Breakdown

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

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)										2		1	1	4

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										4	10	2		**16**
Advanced (A)										8	2	5	5	**20**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**14**	**12**	**8**	**6**	**40**

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B										1	0	1	0
	I										0	2	2	2
	A										5	5	3	3
	P										6	3	2	0
READING/ WRITING	B										2	1	1	0
	I										6	6	5	2
	A										4	2	1	3
	P										0	0	1	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 (SWD)					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 (SWD)									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 (SWD)									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		1	
Integrated Algebra	14		6	
Geometry	4		0	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	11		3	
Physics				
Global History and	10		3	
Geography				
US History and	4		3	
Foreign Language	3			3
Government				
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								

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
   Since all our ELLs are students receiving continuance of services, we rely on their previous exams data, e.g., NYSESLAT and NyStart.
   Based on their previous performance and proficiency levels we differentiate instruction to meet the students' literacy needs. The majority is proficient in listening and speaking, but the reverse is true in reading and writing. Hence, differentiation focuses on reading and writing skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   As discussed above, there is an upward trajectory in the proficiency levels for majority of the students. Students do better in the listening/speaking than they do in reading/writing.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see SED memo and AMAO tool)
   Focus of instruction will be on the development of reading (determining main ideas, identifying rhetorical and literary devices, etc.), writing (construction of thesis statements, providing support details, and creating unified and coherent five-paragraph essays) grammar skills, and vocabulary build up. In addition, instruction will stress the improvement their metacognitive readings skills: inferencing, activating schema, determining importance, and establishing linkages. The goal is for them to achieve CALP (cognitive academic language proficiency).
4. For each program, answer the following:
   a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

   a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to native language?
   Students' fare better in the Spanish Regents than in the ELA Regents.
   b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
   We use the Periodic Assessment results in determining our lowest third students. Most of them are ELLs and hence they are included in the school's Inquiry Team. The focus of the Inquiry Team is the improvement of literacy skills. Since all teachers are members of the Inquiry Team, they all teach literacy skills in their respective content areas.
   c. What is the school learning about ELLs from the periodic assessments? How is the Native Language used?
   Already discussed above
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see *RtI Guide for Teachers of ELLs*.)
   Our school uses data through schoolwide baseline assessments to create instructional goals for ELLs on a grade team level. Once these goals are set, formative assessments are implemented to ensure the success of the targeted instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
   In order to make sure that second language development is considered in instructional decision, literacy skills and language objectives are paired with content objectives throughout the content areas. In this way, teachers purposefully plan for the language students will need to understand and produce in order to develop content area knowledge as well as academic language. Teachers create these objectives based on the data from home language survey and sudents' educational history. All content teachers collaborate with ESL teacher to make sure that English language goals as well as content goals are being met.
7. For dual language programs, answer the following:
   a. How are the English-proficient students (EPs) assessed in the second (target) language?
   b. What is the level of language proficiency in the second (target) language for EPs?
   c. How are EPs performing on State and City Assessments?

   N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   We evaluate the success of our ELLs based on their outcomes in the NYSESLAT, the Regents exams, credit accumulation by grade

level,
promotion rate to grade levels, graduation rate and college acceptance

Part IV: 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 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. (Refer to *ELL Policy Brief* and EPIC.)
   All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Identification Survey (HLIS). If a student is new to the NYC school system, the ESL coordinator administers the HLIS to the parents
   for completion. If the parent indicates a home language that is other than English on the HLIS, the ESL coordinator (ESL certified) conducts an informal interview and administers the LAB-R to the student for placement in the appropriate language proficiency level. The ELL coordinator is bilingual and can accommodate the parents in this way. However, if the parent speak a language other than Spanish, then an interpreter will be called in to assist. If the student identifies Spanish as the home language then the Spanish LAB-R is also administered to determine student literacy in their L1. The ELL coordinator hand scors these Lab-Rs to determine possible placement in a school program. The socres are then sent to the city. If the Lab-R score determines that the student qualifies for ELL services then the parents come in to watch the orientation video and complete program selection. If a student is deemed as a current ELL per the ATS school wide system, the ESL Coordinator reviews the child's most current NYSESLAT score for proper placement. Our ELL
   identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154. Annually, the ESL coordinator
   evaluates ELLs progress using the NYSESLAT
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
   Once a student is determined to be elgible for ELL services, parents/guardians of newly identified ELLs are immediately invited to a parent orientation during which they are shown a video during the first ten day window that describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. The ELL coordinator (Ms. Tynan) watches the video with the parents and explains any additional information about the three programs. The differences between the three choices are explained to the parents.
   After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, they are informed that while currently, the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches
   the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the ESL coordinator, the parent coordinator, and a translator in the child's home language, as needed.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
   Based on the LAB-R results and the parent choice, the child is placed in the appropriate level in the appropriate program within 10 days of enrollment. The ESL coordinator is responsible for administering parent survey, program selection forms, and entitlement letters and for th safekeeping thnese records. An entitlement letter as well as a placement letter, in English and the family's home language, are sent to parents to inform them of their child's ELL eligibility. At the start of each new school year, the Continued

Entitlement letter is mailed out to parents of eligible ELLs. Parents sign and return a duplicate copy of the letter to the school secretary for storage and record keeping.

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.
   A newly identified ELL is placed in the program model selected by the parent on the program selection form. If the parent selected bilingual, and the school does not have enough students to form a bilingual program, the school must provide ESL instruction at a minimum. The parent will be informed that the child's name will be recorded on a list and that when the list reaches the appropriate
   number of students, as delineated in CR Part 154, the school will create a bilingual program. All information is provided in English and in the child's home language. All communication and student forms are kept in the student's permanent file. All records are kept by the school's ESL coordinator or secretarial staff.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
   All ELLs are tested in reading, listening, and writing on separate but consecutive days during the NYSESLAT testing period. For the speaking section, the ELL coordinator administered the exam for all ESL students and the speaking section was simultaneously scored by a teacher who did not teach that specific ESL student.
6. 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.) 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.
   After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is Free Standing ESL program. In the past two years we have administered three parent choice surveys. All three were interested in free-standing ESL. 100 percent of parents asked or chosed ESL as their program of choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    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])?

    We offer the Free Standing ESL model. Classes are ungraded, studentse at mixed proficiency levels and instruction is delivered by a licensed ESL teacher.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided 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)?

    Students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Beginning ELLs receive 3 units of study (540 minutes of ESL instruction); Intermediate ELLs receive 2 units of study (360 minutes of ESL instruction); and Advanced students receive 1 unit of study in ESL (180 minutes of instruction) and 1 unit of study in ELA (180 minutes of instruction). There is one certified ESL teacher for 35 students. The teacher provides the mintues through self-contained ESL class as well as pushing in to English classes.
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 foster language development and meet the demands of the Common Core Learning Standards.

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

    In order to ensure that ELLs are appropriately evaluated in their native languages throughout the year translated exams, quizzes, and performance tasks are translated.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

    In order to ensure that ELLs are appropriately evaluated in all four modalities, teachers follow the school-wide grading rubric which takes into account written production but also allows 25% of the grade to be based on classroom participation including verbal responses. Additionally, all teachers use CCLS aligned lessons which address listening, speaking, reading, and writing modalities.
6. How do you differentiate instruction for ELL subgroups?
    a. Describe your instructional plan for SIFE.
    b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
    c. Describe your plan for ELLs receiving service 4 to 6 years.
    d. Describe your plan for long-term ELLs (completed 6+ years).
    e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. For SIFE students intensive academic intervention is implemented on a case by case basis, depending on the length of interupted education. Teachers aid students not only to develop a second language but also to form habbits necessary for success in an academic environment.

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

c. Students who have been recieveing service for 4-6 years are typically close to testing out of ESL. For this reason, special attention needs to be focused on the specific aspects of language that are preventing students from becoming mainstreamed. With this targeted intervention students will increase the likelihood of accelerated mainstreaming.

d. For long-term ELLs, it is important to examine students' academic progress on an individual basis to examine what is preventing students from achieving proficiency. Long term ELLs may need additional tutorials outside of the normal school day to recieve

the extra support needed.

e. Former ELLs academic progress will be closely monitored to ensure their adjustment to mainstream classroom. In extreme situations, ESL services can be provided if students struggle to adjust. In addition, former ELLs are entitled to time extensions on state exams.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

   As previously stated, grade-level teachers strategically planned for the academic language connected with the content in order to improve ELL language development and literacy across the content areas. In addition, teachers use differentiated instruction to address students with varying learning styles. Teachers also design content objectives with multiple pathways available for students to demonstrate their knowledge of content area information. The materials that we use are predominantly teacher modified versions of readings, as well as teacher-made writing scaffolds and graphic organizers that relate to the content and grade level material. For beginner ELLs, students have access to google translate in order to translate readings a class assignments. All ESL students also have access to Rosetta Stone in English for additional practice.

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

   Each special education instructor is assigned a content area. Within that department, the special education instructor works collaboratively with content teachers to achieve IEP goals in the designated environment. The ELL coordinator also works collaboratively with departments design instructional objectives that will lead to improved English proficiency for students.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

B. Programming and Scheduling Information--Continued

9. 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.
   Targeted intervention include after school tutoring, and professional development for content area teachers in best practices in ESL
   instruction. All our ELLs receive after school tutorials in the content areas. A number of them also are in Inquiry Teams and, hence,
   receive more intensive and more frequent tutorial services than non-ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
    Our current program has proven effective in meeting the goal of language development based on previous NYSESLAT data in which most students made measurable language goals. With regards to content instruction, ELLs in this school are held to the same rigorous standards as general education students and thrive because of the scaffolds and support provided through strategic instruction and collaborative teaching.
11. What new programs or improvements will be considered for the upcoming school year?
    Subject to funding availability, we will restore our Saturday Academies in all content areas. These academies prepare students for the State exams. We also will restore our after school electives in athletics and the arts which were discontinued this year due to budget cuts.
12. What programs/services for ELLs will be discontinued and why?
    Our ELLs will continue to receive their mandated instructional services. For the current school year, we have discontinued due to budget cuts the after school arts and athletics electives as well as the Saturday Academies. The discontinuance is for all students, ELLs and non
    ELLs. However, six weeks prior to the state exams, we will hold a series of after school test prep sessions.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
    ELLs are afforded equal access to all school programs during and after the regular school day. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Notification, flyers, and letters are distributed in English and in students' native language. Communications with ELLs are offered in English and in students' native language, as appropriate
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
    All our students are provided with textbooks in all content areas. In 9th and 10th grade Math, for example, we use the Core Curriculum textbooks/materials/classroom libraries. In ELA, we use the College Board's SpringBoard curriculum and its attendant textbooks. In ESL we provide textbooks for every ESL level and subgroup. All our classrooms are equipped with computers and every teacher is provided in an LCD projector. In addition, we have a class set of laptop computers that can be transported from class to class. Six of our classrooms are equipped Smart Boards. Hence, ELLs have access to or are provided with the technology resources of the school.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
    Twenty-nine of our 31 ELLs are Spanish speakers. All our high school students, ESL and non-ESL are programmed to foreign language courses, either Spanish or French. The lone French speaking student and the other who speaks Twi are in a French class. The rest are in Spanish courses. We have Spanish 1, 2, and 3 as well as an AP Spanish Language courses. Spanish courses terminate in a Regents exam or an AP exam.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
    All ELLs are programmed to appropriate ESL courses based on their Lab-R/NYSESLAT scores. Their Spanish and/or French courses are based on their levels of proficiency. All instruction is Common Core aligned according to their grade band.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
    All our new students and their families, ELLs and non-ELLs, receive intensive orientation sessions prior to each school opening. The
    orientations focus on the school's mission, vision, core values, instructional programs, school culture, expectations, disciplinary codes/discipline, an d the like.
18. What language electives are offered to ELLs?

Spanish and French. However, these are not considered electives at our school. Foreign languages are part of our curriculum

19. For schools with dual language programs:
    a. How much time (%) is the target language used for EPs and ELLs in each grade?
    b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
    c. How is language separated for instruction (time, subject, teacher, theme)?
    d. What Dual Language model is used (side-by-side, self-contained, other)?
    e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

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

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

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

2. What professional development is offered to the teahcers of ELLS in uspporting ELLs as they engage in the CCLS?

Professional development is available for ELL teachers through office of ELLs. Additionally, money has been set aside from Title III to provide for additional professional development.

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

Assistance is provided by the Instructional Managers of our CFN network, particularly, on compliance issues and instructional resources.

4. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

This is one area that we have to work on this year. We have made arrangements with our CFN network's instructional team to provide the training.

D. Parental Involvement

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

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

In addition to the PTA and the SLT, parents participate actively in school events, both those initiated by the school such as Parent Book Clubs (a monthly book discussion group), Open School Days in which parents visit their child in the classroom, Pot Luck Dinners (in which parents bring food to share); school assemblies (in which parents help with decorations, food, and decorum during dances,

Thanksgiving/Christmas Lunch, Valentine's Dance, Theater Arts presentations, or act as school trip chaperones, etc.) and those that parents initiate such as school wide photo shoots, fund raising events, etc.Parents are given orientation on the school's mission and vision, its curriculum, State standards and assessment (middle school testing,

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

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

Our social worker provides parents with referrals to various organizations that provide family and children's services (counseling, housing, domestic violence, health, etc.). Our parent coordinator provides or organizes workshops for parents on various issues.

3. How do you evaluate the needs of parents?

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

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

Based on the feedback from survey forms we provide workshop prgramming that meets the needs of parents.

Discussed above.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: Eximius College Preparatory Ac			School DBN: x250
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Jonathan Daly	Principal		12/5/13
Mr. AL Gonzalez	Assistant Principal		12/5/13
	Parent Coordinator		
Ms. Sherron Tynan	ESL Teacher		12/5/13
Mr. Dembele	Parent		12/5/13
Mr. E. Hernandez	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Jessica Madera	Guidance Counselor		12/5/13
	Network Leader		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 6 **Network:** 603

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

All correspondence will be sent and communicated bilingually.

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: Eximius College Preparatory Ac	DBN: 09x250
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ESL/Math Saturday Academy: One math teacher team teach 1 ESL certified teacher 35 ELLS in grades 9-12 for twenty weeks. Our students need additional literacy and numeracy support, as indicated by review of NYSESLAT, as well as their ELA and Math scores. Several students come to our school with low skills in core content areas and need additional support in order to reach content area standards for grade level work. In this program, they will explore math concepts through teacher designed projects which will not only extend their math literacy, but which will also allow them multiple opportunities to speak, listen, read, and write in English. Instruction in the three classes will be differentiated according to the academic and linguistic needs of the participants. In order to accelerate development of academic English and to increase achievement in Math, teachers will implement a variety of scaffolding strategies and implement strategies consistent with socio-cultural leaning theory based instruction. Students will work collaboratively in accessing academic content. In the ESL/ELA class, Newcomer ELLs at beginner and intermediate proficiency level will use Rosetta Stone as well as other software and internet-based resources to advance their language development. Text used in the program will include an assortment of age and grade appropriate fiction and non-fiction resources that will be used to develop academic language and increase achievement in the reading and writing modalities of the NYSESLAT and on the English Regents.
This program will also provide support and preparation for the English and math Regents examinations. The timeline is from November 15 to January 15 and from February to May, for 10 Saturdays from 9 AM to 1 PM. (10 wks per semester)
Per session for teachers to teach the Saturday Math Literacy Program, whereby experiential learning activities stimulate language development (2 of teachers x 10 of weeks x 4 of sessions per week x 49.89 = 3,991.20)

ELA and Science After School Instructional Program for ELLs
One ESL teacher will team teach with 1 content area teachers (English and Science) will explore literacy concepts through teacher designed projects which will extend their literacy and will allow them multiple opportunities to speak, listen, read, and write in English. The number of ELLs in this program is 35. The ELLs in this program are in grades 9-12, the targeted subgroups are 9-10 graders at beginner, intermediate and advanced English proficiency levels. The timeline is from October to June, for 20 weeks, Monday- Thursday from 2:50 to 3:50 PM. (2 teachers x 20 of weeks x 2 of sessions per week x 49.89 = 3,991.20)

ELA/ESL and Social Studies/ESL After school program
One ESL teacher will work with 2 content area teachers (Social Studies and English). Fifty ELLs in grades 9-12 (current and former ELLs) will participate in an after school program ELA and Social Studies program for ten weeks from Monday through Thursday for one hour, from 2:50 to 3:50 PM, from February to June. The language of instruction for the above programs will be provided in English with the appropriate native language support. (3 teachers x 20 of weeks x 2 of sessions per week x 49.89 = 2,993.40)
?????

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: We will provide the following professional development to support ELLs in our Title III program: 1. One supervisor and one Title III teacher of ELL will participate in a six day professional development series presented by the OELL, Accelerating Achievement for ELLs, December 2012 –May 2013. The focus of this series is learning and sharing best practices that lead to academic success for ELLs. This is at no cost to Title III. 2. In addition, One Title III teachers will participate in QTEL, Building the Base I five day professional development series during the February 2013 recess at no cost to Title III. The teachers participating in this series will meet with other colleagues who previously participated in QTEL professional development and study QTEL interactive strategies and incorporate the learning in their instructional practice. This is at no cost to Title III. 3. Additional professional development conducted in the school that will support Title III instruction at no cost to Title III will include: • Math/science and literacy coaches who work with teachers to plan curriculum, locate resources, and review results of instruction • Opportunities for dialogue, collaboration and curriculum planning at regularly scheduled, weekly instructional team meetings • Culminating interdisciplinary presentations of student work that are followed by a school-wide critique of both the strengths and the weaknesses of the curriculum and the resulting presentations • Student mentoring and Peer tutoring • Weekly professional development meetings which will include the following topics: Differentiation of instruction Reading strategies language development analysis of student work, scaffolding instruction incorporating technology in the curriculum peer critiques of teacher-generated curriculum data-driven instruction.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Title III funds will support the following activities for parents of our ELLs at no cost to Title III: 1. Evening Workshop Series for Parents of ELLs Two workshops series (4 sessions, 2 hours each) will be provided to groups of 40-50 parents of ELLs in Spring 2013, (February – May). The workshops will be organized by the Parent Coordinator and presented by Community Based Organizations and teachers of ELLs. Two teachers of ELLs will facilitate workshops and will also interpret/translate (Spanish, French and Arabic) as needed) as needed for ELL parents during the workshops. (1 ESL teacher x 8 sessions 2 hrs x 49.89 = $1,597). Parent workshops will be provided per evening schedule that accommodates parent and community needs. 1. One 2-hour session on becoming familiar with the English language Arts performance standards and how further development in native language can enhance second language learning 2. One 2-hour session on coaching parents in how to use math strategies in problem solving 3. One 2-hour session to explain to parents our instructional model and coach them in how to help students at home. 4. One 2-hour session on how to support students with issues of cultural adjustment and second language learning. 2. ESL class for parents of ELLs Two groups of 20 parents of ELLs will participate in ESL classes conducted on 10 Saturdays, 9-12 PM, February – May 2013. One ESL teacher will provide ESL instruction using Rosetta Stone software and internet based resources to ESL parents who can benefit from development of English language learning in order to better support their children in schools. This will enrich parent/family engagement in the school and provided a much needed service to students' families. Snacks and metrocards will be provided for the parent activities. (1 teacher x 10 wks x 3 hrs x 49.89 = $ 2,994)

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services		

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.
• High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		