



2013-14

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

UPDATED 2014-2015

DBN: (i.e. 01M001): 24Q293

School Name: CIVIC LEADERSHIP ACADEMY

Principal: PHUONG NGUYEN

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
Phuong Nguyen	*Principal or Designee	
Bonita Velez	*UFT Chapter Leader or Designee	
Alfredo Mejia	*PA/PTA President or Designated Co-President	
Janneth Cali	DC 37 Representative, if applicable	
Danny Walker Fatima Dominguez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Rachelle Valbrun	CBO Representative, if applicable	
Amanda Hunter	Member/ Assistant Principal	
Jimmy Ma	Member/ Teacher	
Shilini Budhram	Member/ Teacher	
Olga Flores	Member/ Parent	
Iris Flores Salazar	Member/ Parent	
Mercy Ruiz	Member/ Parent	
Robert Gorbe	Member/ Parent	
Reyna Ramirez	Member/ Parent	
	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	
	School Leadership Team Signature Page
	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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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.

Improve rigor across all classrooms through increased discussion and engagement. By June 2015, 85% of teachers will score "Effective" in components 3b (Questioning and Discussion) and 3c (Engaging All Learners) on the Danielson Teaching Framework Rubric.

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.

Last year, all teachers in the school were rated effective or highly effective. Our student data reflects these ratings because we have been successful in helping most of our students stay on track with credits and Regents exams. However, an area of growth revealed by the 2013-14 High School Quality report is our college and career readiness program. Last year, 28% percent of the students graduated college ready and 47% successfully completed approved college prep courses and assessments. Moreover, since college and career readiness is also measured by the English and Math Regents scores, 60.6% of our students met the state college readiness criteria of attaining a score of 75 or higher on the English exam, while 36% of our students scored 80 or higher on a math exam.

Data from classroom observations support the need for increasing rigor in the classroom. Components 3b (Questioning and Discussion) and 3c (Engaging All Learners) of the Danielson Framework are the components that specifically address rigor. Every teachers received at least one Developing rating in these two components during their observations last year. As a result, the administrative team has identified leverage areas that will increase rigor in the instructional program: creating a student-centered classroom, increasing authentic discussions, and accommodating all learners. To gain proficiency in these areas, a blend of collaborative and directive practices are in place.

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. Conduct weekly meetings with teachers to establish individual and departmental goals using the domains and competencies of the Danielson Framework.
2. Supervisors conduct observations of instruction and provide feedback on the goal areas to ensure increased engagement and thinking for students. Pre-observation and post-observation conferences will focus on designing questions that promote critical thinking for students, allowing students to take greater responsibility for engaging with the content in discussions that are guided by them, thereby moving the teacher out of the central mediating role.
3. Teacher teams focus on the analysis of student work to identify learning needs, design the appropriate instructional strategies to address those needs, implement strategies, and reevaluate student performance.
4. Department leaders and the principal meet weekly to review teacher progress toward goal attainment.
5. The focus on improving questioning and discussion techniques last year resulted in significant progress in developing our questioning skills and using wait time effectively. This year, we will build on these strengths to improve student discussions that push their comprehension and application of content.
6. Use the Monday professional development time to offer teachers a menu of workshops in the leverage areas that address their specific pedagogical needs. Train teams of teachers to develop and conduct these professional development workshops.
7. Hire a literacy consultant to work with the Social Studies department to develop a writing curriculum that is common-core aligned and will improve students' writing skills in the content areas.
8. Hire a full-time Assistant Principal to supervise the ELA and Social Studies teams to provide instructional support for teachers and support for the administrative team.
9. Develop a professional lending library to provide research-based strategies to support teachers in learning new instructional strategies.

10. The administrative team will conduct classroom observations for the purpose of developing and norming a common vision of instruction focused on rigor and engagement.

11. Train department heads of core content areas on how to analyze and provide feedback on units and lesson plans.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, Teachers, Educational Consultants, Network Personnel

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Growth in the number of teachers able to move to the next level of proficiency in the framework
2. Increase the frequency of observations
3. Conduct learning walks to norm the Danielson competencies
4. Teachers' consistently use of Hess' Cognitive Rigor Matrix to discuss the rigor of their lessons during feedback sessions with administrators and colleagues
5. Each department articulates and implements their vision of what discussion should look like in their subject areas
6. Teachers use the consultancy protocol to discuss problems of practice and delve more deeply into the effectiveness of their instructional choices
7. Review observations to find school-wide patterns and trends
8. Gather feedback from professional development sessions to gauge staff's opinion on the effectiveness of the PD and the strategies learned
9. Staff implements the strategies learned in the PD sessions throughout the year
10. Maintain a spreadsheet that tracks teacher performance in each of the competencies to identify growth and trends

D. Timeline for implementation and completion including start and end dates

Professional Support - on going and throughout the year

1. Weekly department conferences
2. Weekly teacher team meetings
3. Faculty meetings
4. Weekly teacher leader meetings with the principal
5. Pre-observation conferences
6. Post-observation conferences
7. Daily observations of instruction
8. Weekly cabinet meetings
9. Weekly training from a Social Studies Literacy coach

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly coaching from a literacy coach for the Social Studies team
2. Bimonthly training sessions in curriculum design, and teacher evaluation with an Educational Consultant
3. Work with a New Visions Science coach
4. Work with a New visions Social Studies Coach

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).

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

- Providing parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of the Regents/RCT scores. These can be explained by teachers in a conference or by the guidance counselor;
- Conducting parent workshops with topics that include: reviewing student transcripts, ESL classes, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services such as dealing with issues relating to being undocumented, public housing, health insurance and other legal services and technology training to build parents' capacity to help their children at home;
- Posting the academic standards on the walls for all parents to see during orientations, meetings, conferences, and activities;
- Signing in the Fall, the Parent-School Learning Compact, which outlines how student, parent, teacher, and principal will share in the responsibility for improved student achievement;
- Maintaining a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report, ARIS, and Jupitergrades;
- Translating all critical school documents and provide interpretation during meetings and events as needed; This service is provided by the parent coordinator, the operations manager and the guidance counselor;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents. Materials will include resources on college readiness, bullying, gang violence, learning to communicate with your children, substance abuse and other pertinent topic;
- Issuing report cards three times each semester. Progress Reports are generated through Jupitergrades (online grading system) every six weeks. Report cards are either distributed to parents during Parent-Teacher Conferences or mailed to the home. Progress Reports are mailed to the home. Parents and students have access to the students' online Jupitergrades account, and can track their children's progress at any time;

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy		Title IA		Title IIA	x	Title III	x	Set Aside	x	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.
Attain a 75% graduation rate for Cohort 2011 by June 2015.

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.
According to RGCS report of ATS and analysis of student transcripts, there are 122 students in Cohort 2011. 85 of these students (70%) are on track to graduate with Regents exams and credits, 22 students (18%) are off track due to long-term absences, not being promoted to the 12 th grade, or being discharged for various reasons. 15 students (12%) are considered borderline due to missing credits and/or missing Regents exams.

To increase our graduation rate, our objectives are to:

- Move 7 out of the 15 borderline students to graduate on time.
- Move 3 out of the 22 off-track students to graduate on time.
- Use available resources to maximize the opportunities for borderline students to graduate on time.

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. Individually program 12th grade students to fulfill any missing graduation requirements.
2. Increase Regents Prep offerings to help 12th graders complete their Regents exam requirements.
3. Schedule individual conferences for 12th grade students with their Guidance Counselor to determine student's progress toward graduation.
4. Schedule meetings with parents of students who are missing requirements for graduation.
5. Offer AP Programs in English and US History.
6. Encourage qualified students to take College Now classes at Queens College.
7. Align ELA curriculum to Common Core Standards to support an intensive reading and writing program.
8. Hire a professional writer to work with students to develop a strong college personal statement essay.
9. Leverage the partnership of Child Center of NY WIA Program to fund a Kaplan SAT course.
10. Establish a Response to Intervention Team to pair borderline seniors with staff members who monitor and support these students to complete their graduation requirements on time.
11. Conduct college application workshops for CUNY, SUNY, Common Applications and financial aid for all 12th grade students and parents.
12. Arrange for visits by college admissions officers to meet students.
13. Conduct workshops on the college interviewing process.
14. Conduct professional development workshops on how to write effective recommendation letters.
15. Establish regular Town Hall meetings to meet with 12th grade students to review their academic data as a group and their progress toward graduation.
16. Schedule the attendance teacher to do outreach for students with poor attendance records.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, Guidance Counselors, Teachers, Dean, Attendance teacher, Parent Coordinator, Programmer

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Review of student report cards at the end of each marking period, and transcripts at the end of each semester to determine progress toward graduation
2. Attendance and pass rate of students in academic courses to determine progress toward graduation
3. Student results on college placement exams
4. Student college acceptance letters
5. Regents pass rates in January 2015, June 2015
6. College application submissions by due dates – Fall 2014
7. Parent attendance at workshops – Fall and Spring 2014-15
8. Graduation rate of Cohort Q

D. Timeline for implementation and completion including start and end dates

1. Programming: August (review of transcript by Principal and Programmer), September (review by Guidance Counselor); January, June 2015 (review by Guidance and Principal)
2. Academic review with students by Guidance Counselor: September 2014, January, June 2015
3. Workshops:
 - a. September-November 2014 – College Application Process
 - b. October 2014 – Recommendation workshop
 - c. January 2015 – Financial aid for students and parents
4. College-readiness courses: Fall 2014 and Spring 2015 semesters
5. Student Conferences:
 - a. Individual Meetings– September 2014, February 2015
 - b. Grade Meetings– ongoing, Town Hall meetings at the beginning of each month; 5 each semester, 10 total
 - c. May 7, 2015 – Promotion in doubt meetings
6. Academic support:
 - a. Individual check-ins with Mentor – ongoing, weekly process throughout school year
 - b. Meetings with professional writer – weekly, October – December 2014
 - c. Meetings with Guidance Counselor – beginning of each marking period each semester, Fall-Spring 2014-15
7. College visits: October – November 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. CLA monthly calendar displayed in lobby for student and parent meetings and workshops
2. Student programs
3. Transcript evaluation worksheet completed by the Guidance Counselor at the beginning of each semester; student works with Guidance Counselor to complete it
4. Mentor tracking form for each student
5. Internal calendar for staff to support the timeline for college application process
6. Funding for programmer and Guidance Counselor to work on programs for students in summer
7. Funding to support the professional writer support program
8. Funding for transportation for college visits

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).

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

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

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy		Title IA		Title IIA	x	Title III	x	Set Aside	x	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.
Achieve credit accumulation of students in each cohort that maximizes graduation rate. <ul style="list-style-type: none"> • 85% of Cohort 2014 will earn 10+ credits by June 2015. • 85% of Cohort 2013 will earn 10+ credits by June 2015. • 80% of Cohort 2012 will earn 10+ credits by June 2015.

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.
According to the 2013-2014 School Quality report, 94.2% of students earned 10+ credits in their first year, 90.9% earned 10+ credits in their second year, and 80.8% earned 10+ credits in their third year.

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
<ol style="list-style-type: none"> 1. Continue to offer Summer Bridge program for 9th graders. 2. Conduct Scholarship Meeting with teachers to identify failing students and determine outreach and support. 3. Conduct professional development on effective strategies for struggling students. 4. Conduct professional development on effective strategies for students with disabilities and English Language Learners.

5. Continue our subscription to an online grading system that will allow students and parents access to current grades in each class at any time.
6. Continue our subscription to Castle Learning, an online bank of Regents exam questions that students can complete to prep for the exams.
7. Continue our subscription to School Messenger, an automated phone system to keep parents informed of child's progress.
8. Meet weekly with the Attendance team to identify students who are chronically late and/or absent and determine outreach.
9. Conduct periodic check-ins with struggling students.
10. Offer afterschool Regents Prep classes in all Regents-bearing classes to support content classes.
11. Offer tutoring by teachers during students' lunch periods.
12. Program support classes in the core subject areas during the school day.
13. Use automated phone system, home visits by attendance teacher, parent/student conference with staff members to improve student attendance
14. Offer a Saturday reading and writing remediation program to improve the literacy skills of ESL students.
15. Focus on literacy across content areas for professional development
16. Expand afterschool program to include an Arts Program (Art Club, Dance and Music Productions)
17. Expand electives during school to reflect student interests – Graphic Arts, Ceramics, Studio Arts, Chorus, Instrumentation
18. Expand PSAL teams to include Table Tennis and Rugby for boys and girls
19. Offer ELA Regents Prep Boot Camp during the fall semester

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principals, Guidance Counselors, Teachers, Dean, Attendance teacher, Parent Coordinator, Programmer, OST Afterschool Director

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Attendance of students in Summer Bridge; track the progress of these students throughout the year
2. Review of student report cards at the end of each marking period, and transcript at the end of each semester to determine credit accumulation
3. Attendance and pass rate of students in academic courses to determine credit accumulation
4. Scholarship Meetings with teachers each marking period
5. Meetings with struggling students each marking period

D. Timeline for implementation and completion including start and end dates

1. Summer Bridge: August 2014
2. Scholarship Meetings: Marking Period 2 of each semester, 1 per semester, 2 total
3. Professional Development: September 2014, January 2015
4. Online software: August 2014
5. Attendance team meetings – weekly
6. Student Conferences – beginning of each marking period; as needed
7. Academic Support – ongoing throughout year
 - a. Support classes
 - b. Afterschool programs
 - c. ESL literacy support programs
 - d. Saturday Regents Program – Spring 2015

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Summer Bridge in summer

2. Scholarship Meetings each semester
3. Professional Development each week
4. Attendance team meetings each week
5. Funding for afterschool program, Summer Bridge, Professional Development conferences, software, Saturday Regents Program

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).

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

- Providing parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of the Regents/RCT scores. These can be explained by teachers in a conference or by the guidance counselor;
- Conducting parent workshops with topics that include: reviewing student transcripts; college application process and financial aid; understanding educational accountability grade-level curriculum and assessment expectations; literacy;
- Posting the academic standards on the walls for all parents to see during orientations, meetings, conferences, and activities;
- Signing in the Fall, the Parent-School Learning Compact, which outlines how student, parent, teacher, and principal will share in the responsibility for improved student achievement;
- Maintaining a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- Providing opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, High School Quality report, Quality Review Report, Learning Environment Survey Report, and Jupitergrades;
- Translating all critical school documents and provide interpretation during meetings and events as needed; This service is provided by the parent coordinator, the operations manager and the guidance counselor;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents. Materials will include resources on college readiness, bullying, gang violence, learning to communicate with your children, substance abuse and other pertinent topic;
- Issuing report cards three times each semester. Progress Reports are generated through Jupitergrades (online grading system) every six weeks. Report cards are either distributed to parents during Parent-Teacher Conferences or mailed to the home. Progress Reports are mailed to the home. Parents and students have access to the students' online Jupitergrades account, and can track their children's progress at any time.

Budget and Resource Alignment

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

x	Tax Levy		Title IA		Title IIA	x	Title III	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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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.

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Improve students' understanding and skills of argumentation in all core subject areas.

By June 2015,

- Students taking the Common Core ELA exam for the first time in 11th grade will earn an average score of 4 on the Writing from Sources essay portion of the exam.
- Students taking the Global History exam in June 2015 for the first time will earn an average of 3/5 points on the DBQ essay and 3/5 on the Thematic essay.
- Students taking the Common Core Algebra exam for the first time will earn an average score of 2/4 for #34, 2.5/4 for #36 and 3/6 for #37.

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.

An analysis of our Regents exams in Common Core ELA, Global History, and Common Core Algebra reveal that our students need to further develop their academic writing skills. On the June 2014 Common Core ELA Regents exam, students earned an average score of 3.87 out of 6 points on the writing from sources argument essay of the exam. On the text analysis component of the exam, students averaged a score of 2.2 out of 4 points. On the June 2014 Global History Regents exam, the average score for the DBQ essay was 2.1 out of 5 points, and the thematic essay was 2.4 out of 5 points. Questions 35, 36 and 37 of the June 2014 Common Core Algebra exam required students to explain their thinking and justify their answers. The average points earned for these questions were: #35 – 1.58/4 points; #36 – 2.15/4 points; and #37 – 2.53/6 points.

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

Due to the shift toward Common Core aligned assessments, the need for increased college and career readiness skills, and to improve academic writing across the content areas by June 2015, the school will implement the following:

1. Have students complete Common Core aligned performance tasks that will be developed through interdisciplinary collaboration.
2. Use the Monday professional development time to offer teachers a menu of workshops in the leverage areas that address their specific pedagogical needs. Train teams of teachers to develop and conduct these professional development workshops.
3. Hire a literacy consultant to work with the Social Studies department to develop a writing curriculum that is common-core aligned and will improve students' writing skills in the content areas.
4. Hire a full-time Assistant Principal to supervise the ELA and Social Studies teams to provide instructional support for teachers and support for the administrative team.
5. Develop a professional lending library to provide research-based strategies to support teachers in learning new instructional strategies.
6. Offer an ELA Bootcamp Regents Prep program to 11th grade students.
7. Use an "historical thinking" lens in the Social Studies classrooms to analyze content.
8. Continue to review and modify vertical and horizontal alignment of curriculum and writing tasks.
9. Continue to align math curriculum to the Common Core modules released by New York State for Algebra and Geometry.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, assistant principals, teachers, educational consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Analysis of Regents data in January and June.
2. Teacher observations to determine growth in components 3b, 3c, and 3d of the Danielson Framework.
3. Analyze student writing to determine the effectiveness of writing instruction after each performance task. Use the data from the student work to plan lessons and support/resources for teachers.
4. Purchase textbooks, novels and resources that are recommended by the Common Core standards for ELA to support curriculum development.
5. Continue to revise curriculum maps and unit plans for core subject areas to incorporate writing products aligned with Common Core Standards.
6. Continue to work with math department to determine the EngageNY.org module and plan lessons for teaching the units.
7. Continue to work with math team to vertically and horizontally align units and performance tasks.
8. Analyze student work in the literacy and math tasks to determine effectiveness of lessons and areas for revision.
9. Conduct professional development on how to incorporate literacy strategies across content areas.

D. Timeline for implementation and completion including start and end dates

1. Scholarship meetings: after Marking Period 2, 1 per semester, 2 total
2. Professional Development: September 2014- May 2015
3. On-going support:
 - a) Department meetings - weekly
 - b) Teacher team meetings – weekly
 - c) Literacy coach - weekly
 - d) Cabinet meetings - weekly
 - e) Teacher Leader meetings - weekly
 - f) Bi-monthly sessions with the educational consultant

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Use of Circular 6 period to give teacher teams time to collaborate
2. Monday PD sessions to support the attainment of this goal
3. Schedule instructional coaches
4. Schedule teacher leader meetings

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).

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

- Providing parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of the Regents scores. These can be explained by teachers in a conference or by the guidance counselor;
- Conducting parent workshops with topics that include: reviewing student transcripts, ESL classes, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services such as dealing with issues relating to being undocumented, public housing, health insurance and other legal services and technology training to build parents' capacity to help their children at home;
- Posting the academic standards on the walls for all parents to see during orientations, meetings, conferences, and activities;
- Signing in the Fall, the Parent-School Learning Compact, which outlines how student, parent, teacher, and principal will share in the responsibility for improved

student achievement;

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

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	Tax Levy		Title IA		Title IIA	x	Title III	x	Set Aside	x	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.
Not Applicable

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.
1. Strategies/activities that encompass the needs of identified subgroups
2.
3. Key personnel and other resources used to implement each strategy/activity
1.
4. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
5. Timeline for implementation and completion including start and end dates
1.
6. 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

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	<ul style="list-style-type: none"> • Extra 45-minute period of instruction each week • Gradual Release of Responsibility Model • Additional 11th Grade ELA Support Class • Tutoring • Homework Help • Response to Intervention Team • ESL ELA Reading Remediation Program • ELA Regents Boot Camp • College Writing – 12th Grade 	<ul style="list-style-type: none"> • Whole class, small group, one-to one instruction 	<ul style="list-style-type: none"> • Before, during, and after school • During lunch
Mathematics	<ul style="list-style-type: none"> • Extra 45-minute period of instruction each week • Gradual Release of Responsibility Model • Additional full-time support class in Integrated Algebra, Geometry, Algebra 2 • Tutoring • Homework Help • Response to Intervention Team 	<ul style="list-style-type: none"> • Whole class, small group, one-to one instruction, peer tutoring 	<ul style="list-style-type: none"> • Before, during, and after school • During lunch • Saturdays during the Spring semester

	<ul style="list-style-type: none"> • College Algebra Class • Integrated Algebra, Geometry, and Algebra 2 Regents Prep Program 		
Science	<ul style="list-style-type: none"> • Extra 45-minute period of instruction each week • Gradual Release of Responsibility Model • Tutoring • Additional full-time support class in Living Environment, Earth Science, Chemistry • Homework Help • Response to Intervention Team • Living Environment, Earth Science, Chemistry and Physics Regents Prep Program 	<ul style="list-style-type: none"> • Whole class, small group, one-to one instruction, peer tutoring 	<ul style="list-style-type: none"> • Before, during, and after school • During lunch • Saturdays during the Spring semester
Social Studies	<ul style="list-style-type: none"> • Extra 45-minute period of instruction each week • Gradual Release of Responsibility Model • Additional full-time support class in Global History and US History • Tutoring • Homework Help • Student Success Team • Global History Regents Boot Camp • US History Regents Prep Program 	<ul style="list-style-type: none"> • Whole class, small group, one-to one instruction 	<ul style="list-style-type: none"> • Before, during, and after school • During lunch
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • 2 Guidance Counselors on staff • At-risk and mandated counseling services provided by Guidance Counselor based on IEP and/or on an as-needed 	<ul style="list-style-type: none"> • Small group • Individual 	<ul style="list-style-type: none"> • During and after school

	<p>basis</p> <ul style="list-style-type: none">• College Counseling provided by Guidance Counselor		
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**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.

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

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 needs assessment of the professional development is conducted at the beginning of the year to determine the overall goals for teacher development at the school. The needs assessment is based on a variety of data, including Regents pass rates, credit accumulation, data from teacher observation reports, and teacher goals. We use this data to align with the initiatives of the Department of Education to ensure an integrated approach to the professional development of the staff.

All instructional staff members including the leadership team, teachers, and paraprofessionals are expected to participate in professional development. Teachers are organized into subject teams and they meet every other day to plan together, explore instructional strategies, and design curriculum that aligns with the Common Core State Standards. Once a week, the instructional staff meets to study and apply one of the competencies of the Danielson Framework. These sessions are led by departmental leaders, who meet with the principal once a week to design the professional development sessions.

Department leaders are supported in their work by attending outside professional development and turn keying the new learnings to the rest of the staff. The principal also takes a team of teachers to national conferences so that they can learn about new practices that develop the literacy of the students in order to help them meet the challenge of the CCSS. Coaches from our network, New Visions for Public Schools, provide further support as they work with the Science, Social Studies and English teams to help them use student work to adjust instructional practices. An educational consultant works with the leadership team to help norm the team's vision of effective instruction in the classroom.

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.).

Federal, state, and local funds are used to meet the intent and purpose of the professional development within the school. These funds help support the administrative team that provides feedback on instruction in the classroom, coaches who work with subject teams, the substitute teachers, and the conferences that the staff attends. The funds also enable the school to hire an educational consultant who works with the administrative team to provide targeted feedback that moves teacher practice. Technological needs, books and other instructional resources are also supported by these funds.

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 have a large voice in the use and selection of appropriate assessments that are used to ensure that students are learning and growing. Professional development for teachers in using assessment appropriately begins with establishing a school-wide understanding of assessment and the variety of data that can be culled from them. We identify student needs based on data like Regents scores, credit accumulation, and course grades that will help us assess the progress of the students in developing the skills that they need to be successful on their exams or Common Core-aligned tasks.

Teachers work together to design curriculum and assessment, using the Common Core standards as a guide, as well as resources from EngageNY.org. Once teachers create assessments, they work with supervisors to fine-tune them. The departments and administrative team work together to disaggregate student data from these assessments to determine next steps and further supports/resources needed. This cycle of improvement is continuous as we work to target student growth areas and address them to prevent misconceptions and misunderstandings.

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)

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

- providing parents with a description and explanation of the curriculum used, the forms of academic assessment used to measure student progress and proficiency levels, and levels students are expected to meet in the form of the Regents scores. These can be explained by teachers in a conference or by the guidance counselor;
- providing appropriate parent participation opportunities for regular meetings to formulate suggestions in decisions relating to a student's education. These can be individual parent conferences, parent association meetings, or activities by the grade team;
- holding meetings and conferences at different times during the day. Civic Leadership Academy's parent meetings are currently held on the third Tuesday of each month;
- involving parents in the planning, review, and improvement of Civic Leadership Academy's Title I program and Title I Policy and Parent Involvement Policy. Parents will have the

- opportunity to be a part of the Fall and Spring Advisory meetings. Also, parents are always invited to the SLT meetings;
- using Title I funds to pay for reasonable and necessary expenses associated with parent involvement activities, including transportation and childcare costs, and consultants who can provide training sessions and workshops based on topics requested by parents;
 - providing parents with timely information about the Title I program. Civic Leadership Academy's newsletters, notes on report cards and progress reports, calendars, and minutes from meetings will give current information;
 - providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
 - fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
 - providing assistance to parents in understanding state's academic content standards, the state student achievement standards, and the local assessments through the use of teachers, individual guidance counselors, technology, and training as necessary;
 - ensuring that information relating to school meetings, parent programs, and associated activities will be sent to participating children in a form and language that parents can understand. Counselors, ESL teachers, staff members, and administrators will be available where required;
 - posting the academic standards on the walls for all parents to see during orientations, meetings, conferences, and activities;
 - signing in the Fall, the Parent-School Learning Compact which outlines how student, parent, teacher, and principal will share in the responsibility for improved student achievement;
 - providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational

- Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
 - ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
 - support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
 - maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office;
 - conduct parent workshops with topics that include: reviewing student transcripts, ESL classes, parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services such as dealing with issues relating to being undocumented, public housing, health insurance and other legal services and technology training to build parents' capacity to help their children at home;
 - provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, High School Quality report, Quality Review Report, Learning Environment Survey Report, and Jupitergrades;
 - 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; This service is provided by the parent coordinator, the operations manager and the guidance counselor;
 - conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year; parents, friends and relatives participated in our annual Halloween, music, dance and entertainment presentations;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day event. CLA once again hosted a family BBQ at the beginning of the semester and a Thanksgiving Potluck Dinner which allowed students, parents and staff to spend valuable time together getting to know each other;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents. Materials will include resources on bullying, gang violence, learning to communicate with your children, substance abuse and other pertinent topics;
- encouraging more parents to become trained school volunteers; current school volunteers assist in teaching students how to cook, and assist with fundraising activities;
- issuing report cards three times each semester. Progress Reports are generated through Jupitergrades (online grading system) every six weeks. Report cards are either distributed to parents during Parent-Teacher Conferences or mailed to the home. Progress Reports are mailed to the home. Parents and students have access to the students' online Jupitergrades account, and can track their children's progress at any time;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- planning college trips in which parents and their children can explore colleges outside of New York City as part of the college selection process.

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- employing the gradual release of responsibility model to ensure that skills and strategies are modeled, and students are guided in practicing and learning the skills and strategies, and then expected to apply the new learning independently so that academic learning time is used efficiently;
- providing students with the skills, strategies and confidence to meet proficiency levels in all content areas by passing Regents exams and accumulating credits;
- sensitizing staff and students to cultural, racial and ethnic differences through literature that is studied, classroom, after-school activities and community activities;
- utilizing the Understanding by Design model of curriculum development to ensure that the curriculum taught is aligned to the Common Core State Learning Standards, and is outcomes-based;
- implementing explicit vocabulary instruction in every subject to ensure that students develop the academic language necessary to access the content;
- using Webb's Depth of Knowledge to incorporate higher-order thinking skills into every lesson and to increase the cognitive rigor of the lessons;
- using Hess' Cognitive Matrix to assess the rigor of learning activities;
- incorporating literacy across the content areas to improve students' access to the content and their reading and writing abilities;
- organizing teachers into grade and content teams in order to ensure that students develop the academic language necessary to access the content;
- instituting Common Planning Time to allow teachers to engage in vertical and horizontal alignment of their curricula;
- providing instruction by highly qualified teachers and when this does not occur for four (4) or more consecutive weeks, notifying parents as required by the No Child Left Behind (NCLB) Act;
- providing students with lunchtime tutoring by teachers.

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 to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with individual student reports about the performance of their child on the State assessment in at least math, English language arts and reading and other pertinent individual school information; Report cards are issued three times each semester. Progress Reports are generated through Jupitergrades (online grading system) every six weeks. Report cards are either distributed to parents during Parent-Teacher Conferences or mailed to the home. Progress Reports are mailed to the home. Parents and students have access to the students' online Jupitergrades account, and can track their children's progress at any time.
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time, and prepared with all materials as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 30 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- express high expectations, and offer praise and encouragement for achievement;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Support the school's discipline policy;
- Help my child accept consequences for negative behavior;
- Respect the cultural differences of others;
- Communicate positive values and character traits, such as respect, hard work and responsibility;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time and ask for help when we need to;
- monitor my progress through Jupitergrades and attend Lunchtime Tutoring (Monday-Friday, 5-6th periods) when I need additional help from a teacher;
- read at least 30 minutes every day outside of school time;

- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn;
- give to our parents or the adult who is responsible for our welfare all notices and information received by us from our school every day.

DBN: 24Q293

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$205,110.18	X	See action plan
Title I School Improvement 1003(a)	Federal	\$16,961	X	See action plan
Title I Priority and Focus School Improvement	Federal			

Funds				
Title II, Part A	Federal		X	See action plan
Title III, Part A	Federal	\$11,200.00	X	See action plan
Title III, Immigrant	Federal		X	See action plan
Tax Levy (FSF)	Local	\$2,599,625.00	X	See action plan

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs

included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:**
These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.



Department of English Language Learners and Student Support

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<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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.
 - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 27
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

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

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ESL Coordinator, Gabrielle Kaplan, under the supervision of Amanda Hunter, the assistant principal; in conjunction with the ELA/ESL Department, has reviewed ELL data including NYSESLAT scores by modality, Regents scores, credit accumulation, IEPs and student/parent surveys and determined that our English Language Learners require continued support in developing their writing and reading skills as well as academic literacy. We will be serving our 9th, 10th, 11th, and 12th grade ELLs (27 students in total/ all current ELLs) by offering a Saturday Academy in the Spring of 2015. The program will offer students the opportunity to receive writing and reading remediation, small group instruction, as well as one to one instruction. The duration of the Saturday Academy will be fourteen Saturday sessions beginning in early February. Each session will begin at 10 AM and end at 1 PM. The program will run through the second week of June. We will serve all of our ELLs during Saturday Academy. The program will focus on building academic language for oral and written discussion, skills necessary to achieve proficiency and/or exceed standards on Common Core State Standards aligned writing prompts, close reading strategies, and targeted literacy instruction due to trends in past NYSESLAT data and scores. Former ELLs (students with 2 or less years in this category) will be invited to attend the program in order to work on independent projects using Castle Learning, leveled texts, and other writing workshop/Regents style preparatory books. Approximately 25 former ELLs will be invited to attend the program. All whole class direct instruction will be in English. However, where possible, especially during one to one or small group instruction, the native language will be used to offer additional support. Saturday Academy will be taught by the ESL Coordinator; a teacher who is dually certified in ESL and ELA, and three other content area teachers (two teachers certified in Math [one of which is also SPED certified] and one teacher certified in Science). We have a large number of ELLs with special needs so the Math/SPED teacher will be able to arrange accommodations and ensure that we are providing appropriate modifications. The ESL teacher will provide language support while the content area teachers provide one to one instruction (or small group) to students in danger of failing and/or not being promoted to the next grade level and students who are SWDs. ELLs struggle to balance language and content acquisition and meeting those needs require both an ESL and content teacher be present providing dual support. Based on previous years' data, we anticipated the need for at least one content area teacher in Science and Math. Content area teachers, along with the ESL teacher, will create stations within the classroom for ELLs and Former ELLs to work in (stations will allow students to rotate from ESL, to Math, to Science, within one room with the support of other teachers- as determined by September assessments and June Regents data). The ESL teacher will provide current ELLs cross-curricular direct instruction and students will work in leveled groups (by level- Intermediate or Advanced) in order to complete interdisciplinary tasks while practicing all modalities of language.

Saturday Academy Schedule (Saturdays from 10 AM to 1 PM)

Part B: Direct Instruction Supplemental Program Information

2/7, 2/28, 3/7, 3/14, 3/21, 3/28, 4/18, 4/25, 5/2, 5/9, 5/16, 5/23, 5/30, 6/6

On 2/5 and 2/6 students will take a Reading/Writing (2/5) and Math Diagnostic (2/6) from 3:00 to 5:00 PM

ESL Teacher, 3 content area teachers

Schedule and Program:

	Station A	Station B	Station C
Time	ESL w/ Ms. Kaplan	Math w/ Ms. Del Gaudio or Ms. Lam (teachers will teach alternate Saturdays)	Science w/ Ms. Grover
10-11 AM	9th grade ELLs/FELLS	10th grade ELLs/FELLS	11th/12th grade ELLs/FELLS
11-12 AM	10th grade ELLs/FELLS	11th/12th grade ELLs/FELLS	9th grade ELLs/FELLS
12- 1PM	11th/12th grade ELLs/FELLS	9th grade ELLs/FELLS	10th grade ELLs/FELLS

Students will be grouped by grade (9 9th grade ELLs + Former ELLs, 10 10th grade ELLs + Former ELLs, 8 11th/12 grade ELLs + Former ELLs).

14 sessions X 3 teachers per session X 3 hours per session: 126 hours + 4 hours for Diagnostic w/ ESL teacher= 130 total hours

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: The Professional Development Committee, under the supervision of Amanda Hunter, the assistant principal, will be conducting weekly staff development for all teachers as all our teachers service our ELLs in some capacity. In addition, teachers servicing students that are predominantly ELLs, FELLS, or ELL-SWDs, will receive additional professional development through OELL training sessions, New Visions sponsored workshops, etc. Professional Development will include topics such as ELL subgroups and characteristics, ELLs meeting the standards of Common Core, literacy in all content areas, literacy in the ELL classroom, literacy meets Common Core State Standards, the teacher

Part C: Professional Development

as a facilitator, scaffolding techniques to help language learners, engaging lessons for ELLs, active learning, quality questioning, etc. The ESL Coordinator will also offer one to one professional development for all new teachers, specifically those servicing ELL-SWDs and low functioning ELLs. As the school year progresses, areas and topics in need of professional development will be identified and incorporated into the existing schedule.

Rotating Schedule for the following afternoons:

10/20, 10/27, 11/10, 11/17, 12/8, 12/15, 1/12, 1/26, future dates TBD

Titles:

1. Literacy
2. Facilitation
3. Active Learning
4. New Teacher Induction

Participants: All staff members serving ELLs

PDs are led by various members of the UFT Professional Development Committee

Other PDs:

1. Instructional Strategies for ELLs with Special Needs (Queens: February 10, 2015, 30-48 Linden Place, Room 407 or Manhattan TBD)
2. Co-Teaching: Building Collaborative Teams to Support ELL/SWDs in the Classroom (TBD)
3. Paraprofessionals: Partners in Access for ELLs with Special Needs (Manhattan: January 29, 2015, 4360 Broadway, 5th Floor Conference Room or Queens: March 25, 2015, 30-48 Linden Place, Room 407)

Part D: Parental Engagement Activities

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

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

Begin description here: We are very responsive to the needs of our ELL parents because we understand that they are a vital part in the student's learning process. Based on the data from parent surveys, individual conferences, PA meetings, and parent involvement in special events, it has been determined that ELL parents would greatly benefit from English classes. Two hour English classes will be provided in order to improve the literacy of our ELL parents and help them gain the skills to further assist in their child's education. These classes will be offered to all parents of ELLs (appx. 30 parents) and taught by a certified ESL or Bilingual teacher for the length of 8 weeks beginning in the Spring of 2015. We are

Part D: Parental Engagement Activities

currently in the process of hiring a teacher to fulfill this vacancy. Parents will gain knowledge in conversational English, while improving their reading comprehension and writing skills. Parents will also learn how to create a resume and become familiar with computer and internet use. The Parent Coordinator will contact parents by phone and mail in advance in order to help them arrange to attend the program.

Topics to be covered: self-introductions, asking and answering who/what/where/when/why/how questions, social conversations, workplace conversations, civil rights, current events, etc.

Tentative Dates below:

2/5, 2/10, 2/12, 2/24, 2/26, 3/3, 3/5, 3/10, 3/12, 3/17, 3/19, 3/24, 3/26, 3/31

Start Date: Thursday February 5, 2015 (2 hr sessions)

Tuesday and Thursday evenings for 2 hours, excluding non instructional days and holidays

End Date: Thursday March 31, 2015

In addition, the parent coordinator also provides parents of ELLs with workshops on the following topics:

1. College Application Process and Financial Aid (December/ January)
2. Accessing Jupitergrades to track and monitor the academic progress of child (September/October)
3. Immigration/ Non-citizen rights
4. Graduation Requirements
5. Success on the ELA Regents

Part E: Budget

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

Allocation Amount: \$11200

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

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 24	Borough Queens	School Number 293
School Name Civic Leadership Academy		

B. Language Allocation Policy Team Composition [i](#) 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 Phuong Nguyen	Assistant Principal Carl Raab
Coach Amanda Hunter	Coach
ESL Teacher Gabrielle Kaplan	Guidance Counselor Idis Ortiz
Teacher/Subject Area Elizabeth Walker/ ESL	Parent Alfredo Mejia
Teacher/Subject Area Joanna Lobrutto/ ELA	Parent Coordinator Janneth Cali
Related Service Provider Penny Yilmaz/ Speech	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	457	Total number of ELLs	40	ELLs as share of total student population (%)	8.75%
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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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										6				6
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	6	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	20
SIFE	4	ELLs receiving service 4-6 years	10	Long-Term (completed 6+ years)	22

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. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	8	1	2	10	2	5	22	1	13	40

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	8	1	2	10	2	5	22	1	13	40
Number of ELLs who have an alternate placement paraprofessional: <u>1</u>										

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													

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)											
9-12											
Number of ELLs by Grade in Each Language Group											
	9		10		11		12		TOTAL		
	ELL	EP									
SELECT ONE									0	0	
SELECT ONE									0	0	
SELECT ONE									0	0	
TOTAL	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										17	12	4	0	33
Chinese														0
Russian														0
Bengali										1				1
Urdu														0
Arabic											1	1	1	3
Haitian														0
French														0
Korean														0
Punjabi											1			1
Polish														0
Albanian														0
Other										1			1	2
TOTAL	0	19	14	5	2	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)										1				1
Intermediate(I)										5	6	1	1	13
Advanced (A)										15	6	4	1	26
Total	0	21	12	5	2	40								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	4		2	
Integrated Algebra	26		21	
Geometry	9		2	
Algebra 2/Trigonometry	1		1	
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment	29		15	
Physics	8		1	
Global History and Geography	12		4	
US History and Government	3		2	
Foreign Language				
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:

- 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.
We use eighth grade ELA scores to inform our assessment of literacy skills. We also generally conduct the Performance Series assessments at the beginning, middle and end of the year in order to determine reading levels, areas of need, and monitor progress of our students. Additionally, all teachers conduct diagnostic exams at the start of the school year to determine the needs of their

students. At the beginning of new units, ELA teachers also give baseline assessments to evaluate student needs and create targeted instruction. NYSESLAT results are also disaggregated, and those results are used to inform our instructional plans for our students.

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

** Currently, no new students have been required to take the LAB- R. One student also has no NYSESLAT data for the 2012-2013 school year, so we are using the latest scores for said student.

Currently, 2.5% of our students are scoring at the Beginner level on the NYSESLAT exam. The breakdown by grade is as follows:

9th grade: 1
10th grade: 0
11th grade: 0
12th grade: 0

Currently, 32.5% of our students are scoring at the Intermediate level on the NYSESLAT exam . The breakdown by grade is as follows:

9th grade: 5
10th grade: 6
11th grade: 1
12th grade: 1

Currently, 65% of our students are scoring at the Advanced level on the NYSESLAT exam. The breakdown by grade is as follows:

9th grade: 15
10th grade: 6
11th grade: 4
12th grade: 1

We have noticed that most of the ESL students in the upper grades have passed the NYSESLAT exam, and that the majority of our current ELL students are in 9th and 10th grade and are either Intermediate or Advanced. As a result, in addition to the ESL program, all of our ELLs have a regular mainstream English class. Many ELLs are also programmed to the ESL classroom for ninth period, allowing the ESL teachers to monitor and assist in all their courseload. Additionally, Intermediate students are programmed for Expository Writing; taught by ESL teachers. In the spring, students will also be asked to attend Saturday Academy; a prep class given to all ELLs in order to further prepare them and offer practice for the NYSESLAT exam. Beginning in October, students will also be invited to attend an ESL Afterschool Program targeting low level ELL/SPED students; they will receive tutoring and reading support and instruction. In addition to these supports, the ELA Department, in conjunction with the ESL Coordinator, will be hosting ELA Bootcamp for 10 weeks; an afterschool program that offers students, specifically ELLs and Former ELLs, extra writing support.

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 [AMAQ tool](#))

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

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The patterns that we notice across proficiency levels is the tendency for a significant number of ELL students to perform best on the listening/ speaking portions of the NYSESLAT, while struggling in the reading/writing portions of the test. However, based on recent data, students scored relatively high in comparison to writing; the greatest struggle. Our students tend to gain proficiency in the listening/speaking portions before they attain proficiency in reading and writing. For this reason, our ESL classes place emphasis on academic language, literacy, and writing.

We found that our students tended to perform better on Regent exams that require less reading and writing. ELL students perform less well on tests that require significant amounts of reading and writing. As a result of these findings, ELL students in all grades receive an additional ELA class that focuses on reading and writing skills. The Science Department is also in the process of creating a literacy based curriculum to help ELLs achieve in the Sciences despite the challenges of science specific vocabulary and academic language.

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

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

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](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?

All staff members and teachers are given access to ELL resources and take part in ELL specific professional development in order to ensure that they are up to date with second language acquisition theory and how it creates certain conditions that must be considered prior to instructional practice. In addition, teachers and staff members are given access to NYSESLAT results and student proficiency levels in order to gauge what students will be able to process, understand, and produce. The ESL teachers offer teacher support in order to assist in this process.

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

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](#).)

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
The Guidance Counselor, Parent Coordinator, and ESL Coordinator are responsible for helping parents understand the program choices. Within 10 days of enrollment, all parents are invited to attend a meeting to view the video and ask questions about all three choices. Bilingual staff members are available for translation or the school makes use of DOE translation support and material. A school administrator is present during meetings to ensure parents understand all three choices. Informal meetings also take place with the ESL Coordinator to follow up on any questions or concerns. Parents will be informed if a new program becomes available at the school through mail.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
At the beginning of the school year, ELLs enrolled in the school receive a Continued Entitlement Letter which is sent to the parents. The ESL Coordinator also has an informal meeting with the child to discuss their current level of proficiency and how they will continue to be serviced. Parents of newly enrolled students receive the Parent Survey and Program Selection form. Repeated follow-ups are made with the parents to ensure the forms are completed and returned in a timely manner. Where necessary, parents are called in to the school so that bilingual staff members and the Guidance Counselor and/or ESL Coordinator can assist with filling out the forms. Returned forms are stored in the main office for reference.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
To date, Civic Leadership Academy uses an ESL instructional program since that is the requested program by the overwhelming majority of parents. Currently, students requiring Bilingual instruction are also Special Education students. Thus, they receive an Alternate Placement Language paraprofessional to meet their language need during all classes including ESL. Their ESL teacher, Ms. Walker, is bilingual and speaks Spanish. Several other school personnel are also proficient in the dominant home language of the majority of ELLs. We also have staff members who are proficient in Cantonese, Haitian Creole, Russian, Ukrainian, Urdu, Bengali, and Hindi. They are available for translation to parents and families. If the family speaks a language that we cannot translate in the school, we use DOE translation services or contracted interpretation services as needed.
5. 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.
Throughout the year, the ESL Coordinator accesses various ATS reports to determine who is NYSESLAT eligible. Based on the RLER and RLAT reports, a list of NYSESLAT eligible students is generated. The appropriate number of tests are ordered to ensure all students can be tested. Parents are informed by mail and phone that students will be taking the exam in advance so that there are no planned absences. Prior to the exam, the ESL Coordinator attends formal training sessions and turnkeys this information to the necessary teachers. The ESL Coordinator trains these teachers in administering and grading various subtests of the NYSESLAT. In addition to scheduling training sessions, testing schedules are created to provide ample time for each subtest, makeup days, and grading. All staff members and teachers are sent the schedule in advance to ensure the ELLs do not miss any class exams or classwork. The Speaking subtest takes place over the course of two weeks allowing teachers to test students without disrupting their learning time in core classes. The other subtests are offered on separate days, again with ample time in between, to allow students to makeup any missed work in their classes.
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. 
Our school uses a Free-Standing ESL instructional program based on an immersion model, which has produced superior results in

achieving targeted language proficiency. This program has consistently been chosen by the parents. Should the school have the necessary number of students for another program, the students and parents will be notified via meetings and mail. The Free-Standing ESL instructional program is aligned with parent requests because it has consistently been chosen by our parents. In fact, for the last three years, 100% of parents have chosen Free Standing ESL. Those Special Education students requiring bilingual services participate in an ESL class with a bilingual teacher and receive an Alternate Placement Language paraprofessional to further meet their language needs in their content area classes. If a parent chooses an alternate program, the family will be given guidance about other schools that have long running and respected programs of their choice. We will continue to offer a program that best aligns with parent choice and our student needs.

Part 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])?

In addition to a mainstream ELA class, students are programmed for a pull-out class based on their language proficiency. Advanced and intermediate students have one pull-out, literacy-based class. Intermediate students are also programmed for an additional ELA class: Expository Writing; taught by ESL teachers. Beginners are generally programmed for a double-period, literacy-based pull-out class or receive. An ESL teacher also teaches an Applications in English class focusing on English Regents preparation which consists of a majority of ELLs and former ELLs. ESL students are also programmed for ninth period in which both ESL teachers provide help across all contents. ESL students are mainstreamed for all other subjects.

In the ESL pull-out classes, students are organized homogeneously by language proficiency: advanced, intermediate, or beginning. Thus, ESL pull-out classes are organized regardless of grade. However, the vast majority of all ESL students are ninth and tenth graders. Students are mainstreamed for all other classes and follow the program for their grade.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

We have two ESL teachers for our 40 ELL students. Our Advanced class meets five days a week for 45 minutes for a total of 225

minutes. Advanced students are also programmed for an additional English class for an additional 225 minutes a week of study. Our intermediate class meets five days a week for 45 minutes each day. Intermediate students are also programmed for ESL/Expository Writing (taught by our two ESL teachers Ms. Kaplan and Ms. Walker) which meets five days a week for 45 minutes for a total of 225 minutes. Currently, there is only 1 Beginner student who is programmed for ESL and ESL/ Expository Writing which each meet five days a week for 45 minutes each for a total of 450 minutes. The Beginner student is also programmed for Typing where a Reading Specialist works with him one on one. In addition, the student receives an additional 60 minutes of weekly instruction before first period by the Reading Specialist. All ESL students, regardless of level, also receive a mainstream ELA class five days a week for 45 minutes for a total of 225 minutes per week. We currently do not provide native language arts instruction.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

ELLs are appropriately evaluated in their native language by providing alternative texts in native language or translated support texts for core classes. In addition, students whose first language is Spanish (the dominant first language of our ELLs) are given Mock regents exams throughout the year in their native language. They are also given the same exam in English and are allowed to use both; which helps us evaluate their content knowledge rather than language proficiency. English Language Learners, specifically our newcomers, work directly with a bilingual ESL teacher and Language Paraprofessional, allowing them to respond in either English, Spanish, or both languages when being orally assessed and when completing writing tasks as well. All bilingual staff members are also used to help translate student created (in native language) documents when needed.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities of English throughout the year through the use of Periodic Assessments and teacher made assessments. The ESL teachers offer daily opportunities for speaking, listening, reading, and writing. Students are evaluated in their ability to process, understand, and evaluate spoken language in a variety of situations, engage in oral communication and discussion for a variety of purposes while considering audience, interpret and evaluate written language and other symbols with fluency, and participate in written communication in a variety of forms as well. During common planning time, the ESL teachers meet to create both informal and formal assessments that consider each modality as it relates to the current unit of study.

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).

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

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

Students are not tracked according to how long they have been in the United States, but rather according to their English proficiency level. Many newcomers arrive with knowledge of English and thus are placed in an ESL class based on their level: advanced,

intermediate, or beginning. Newcomers are paired with peer mentors so that they may begin to build a relationship with the school community. Similarly, ESL teachers and other teachers alike work on building cultural bridges, making these students feel welcome, and drawing connections between their home language and culture with the culture and life of the school community, the city, and the United States.

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

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

ELL students who have reached proficiency are offered all NYS Regents testing modifications as per the guidelines of the NYSED. Former ELLs are monitored by their former ESL teachers and their Guidance Counselors. The ESL teachers conference with the former ELLs to ensure they are on track for graduation and meet college readiness standards. All teachers and staff members are given a Former ELL list at the beginning of each school year; if students are struggling, teachers contact the ESL teachers and Guidance Counselors to check in with students and determine how to best intervene. Former ELLs are often given Regents preparatory classes the semester before they take a Regents exam, placed in CTT classes whenever possible so that there are several teachers in the classroom able to provide more one on one help, and are encouraged to attend the ESL Afterschool Program. They are also given full access to the ESL classroom (which features leveled books, home language dictionaries, mainstream literature, abridged texts, texts in Spanish, texts on CD, vocabulary games, two desktop computers for student use, as well as access to a laptop cart fitted with new Lenovo laptops) and are informed of all ELL and F-ELL opportunities (scholarships, college programs, outside support programs, etc.).

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?

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

* It is important to note that due to new ELAND Procedures, we anticipate some ELL-SWDs may be declassified as ELLs in the current school year.

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?

Special Education and ESL teachers collaborate in the support of ELL-SWD students. These students are placed in CTT classes for Regents-bearing classes. Many of them also receive an Alternate Placement Language paraprofessional to assist them in all their classes. All teachers are informed of the status of their students and have access to their Performance Series Assessment as well as SESIS in order to provide proper help and simultaneously create an individualized rigorous program. Special Education teachers push in to several classes in order to assist in this process. Students are placed into CTT classes. Teachers are also available for one to one tutoring during ninth period. Moreover, the ELL-SWD students are strongly encouraged to attend the OST Afterschool Homework Help and Tutoring program and the ESL Afterschool Program which meets weekly all year long. During the spring semester, where possible, these students are programmed for Regents support classes in addition to their regular content-area classes and are also strongly encouraged to attend our 10 session long Saturday Academy.

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:			

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

Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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 <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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.



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.

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We determine the effectiveness of our current program by continuously monitoring ELL progress by evaluating student work, various assessments, NYSESLAT and Regents results. We review our data periodically in order to adjust instructional planning. We track students using evidence and data from ARIS; test results, credit accumulation, and other high school graduation requirements. We also offer multiple opportunities for one to one tutoring; including the ESL Afterschool Program, ninth period tutoring, Saturday Academy, ELA Bootcamp, and the addition of a Reading Specialist on staff who works one on one with a low level SIFE student two morning sessions each week. We also offer Regents support/ prep classes each semester to offer ELLs more time to practice and hone in on skills. While we offer many supports for ELLs, we integrate all of our ELLs in regular core classes including ELA; thus, they have access to the same content as all general education students.

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

After disaggregating the NYSESLAT results, our ESL teachers determined that students performed worse on the Writing subtest. Considering these results, we decided to create a writing focused ESL class. In addition, in order to help students meet the Common Core State Standards, we have decided to implement a new ESL course titled "Expository Writing". Two periods of the class are offered; both with the intention of helping students meet Writing standards (most of the ELLs in the classes are considered At-Risk students). The classes are small, with only 4-6 students in each. Also, many ELLs have been programmed for a typing course in order to prepare students for the demands of college and career readiness. In November, we will also be inviting ELLs, Former ELLs, and other struggling students to attend ELA Bootcamp; an afterschool program intended to assist students with achieving proficiency on the ELA Regents, specifically the writing tasks. In total, ELLs are offered three different ELA classes to support them in all modalities of English.

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

Achieve3000 will no longer be used in the ESL classroom. While the program did offer reading support, students were not performing well on the writing tasks and assessments due to their lack of typing skills and basic computer knowledge. We decided to offer students a typing course and continue using other online instructional support programs in lieu of Achieve 3000. Thus, we will be using Castle Learning to offer similar additional support, review, and assessment. ELLs will be using Castle Learning for all core classes as well.

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

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

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

ELL students benefit from texts and materials that are developed specifically for ELLs. The ESL classroom is equipped with two

computers for exclusive use by ELLs as well as a class set of laptops and a Smartboard. Dictionaries, glossaries, and cognate charts in the native language are made available in ESL and content area classrooms. Age and grade appropriate support and resources are offered to our ELL students. Other instructional materials that are available to our ELL students are a Computer Lab, the campus library, Smart boards, projectors for presentations, digital cameras, and video cameras.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is offered in the Free-Standing ESL classes through the use of dictionaries, cognate charts, Spanish texts, a bilingual ESL teacher, and Alternate Placement Language paraprofessionals.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All of the required services, support, and resources for high school-aged ELLs are available to our students. We use a wide variety of resources in our school including teacher-made materials, textbooks and trade books on a range of levels, and a large variety of non-text hands-on materials. In addition, our school has wireless access in all of our classrooms and students use the internet to access resources.
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.
Before the beginning of the school year, we offer a New Student Orientation and an Open House for families to visit the school. The Guidance counselors, Parent Coordinator, and ESL Coordinator do active outreach to families and conduct interviews with ELLs and their families. They explain the school rules, customs, make sure students know how to get to and from school, and pair the student with an experienced student who can help them adjust to the new school and culture. We also offer a Summer Bridge Program led by several teachers and staff members. ELLs are given the opportunity to create a peer support network, strengthen academic and social skills, and become familiarized with the school environment and its resources. During the end of the summer, we also have a meet and greet barbeque. All new and former students and their families are invited to meet their teachers and other staff members. This offers the ELL students and parents an alternate informal meeting.
18. What language electives are offered to ELLs?
Currently, Spanish is a language elective for all students including the ELLs.
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.

Professional Development for all personnel who work with ELLs is provided within the school's regular, on-going professional development program. It is delivered during conference days and faculty and department conferences. The ESL Department conducts professional development with all content teachers and staff members in meetings and one to one, when necessary. The trainings include but are not limited to: ELL learning profiles, workshop model as an ELL support, scaffolding techniques for ELLs, strategies for building academic language, ESL in the content areas, literacy, assessment and evaluation of ELLs, NYSESLAT results and requirements, and application of the CCSS for ELLs; close reading with ELLs in mind, lesson/unit planning with academic language as a focus, addressing all modalities of language within unit and individual lesson plans, academic language in the math and science classroom, argumentation, paired texts, and the informational text shift.

Staff are provided with manuals on scaffolding techniques that aid ELLs in meeting the CCSS, access to ELL resources on the school's Google Drive, and copies of NYSESLAT results and Performance Standard reading levels and goals. Teachers are also given common planning time to meet with the ESL teachers so that they can provide student specific support on a weekly basis. Faculty also engage in Analyzing Student Work sessions in which Regents/ core content scaffolds are created based on the needs of ELLs. The guidance counselor receives professional development during the school's on-going professional development program and attends outside workshops when available. In addition, other workshops are offered throughout the year depending on funding and availability. Teachers, staff members, and other personnel attend such workshops as QTEL, New Visions sponsored trainings, and the NCTE Conference.

The minimum 7.5 hours of ELL training for all staff are met in a variety of ways. For the majority of staff, we conduct at least one monthly PD sessions on ELL strategies for 45 minutes, which is a total of 450 minutes or 7.5 hours for the year. Some staff members receive additional hours by attending outside workshops as stated above. Special Education teachers also receive one to one training with the ESL teachers. Records are maintained in the main office, by the ESL Coordinator, and within our school Google Drive.

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?

The Parent Coordinator and Parent Association schedule workshops on a monthly basis for all parents. Parents are also informed about school services and activities via letters, email, phone calls, Jupitergrades (online grading program available in English and Spanish) and face-to-face communications. Additionally, the Parent Coordinator is available every day to answer any questions or concerns that parents may have. She is bilingual and speaks the dominant first language of our ELLs. Translation services are available at Parent Association meetings throughout the school year. To the greatest extent possible, all parent communication is translated into the dominant language as well. For newly entering ELLs, all materials are available in the parent's home language so they may better understand the placement of their children and their LAB-R results. During the orientation meeting, translators are also available so that parents may be informed. Furthermore, we offer many opportunities for parents to ask questions about the ESL program and their child's ELL status. Parent conferences are also conducted every fall and spring to orient ELL parents regarding program requirements, standards, assessments, and school expectations. Translation services are available during Parent Conferences so that ELL parents can meet with the teachers. Translation services are also available on an ongoing basis for parents who need to meet with the Guidance Counselors and/or teachers. If necessary, ELL parents are referred to community agencies that can provide additional services. All parents are invited to attend the Music and Art Showcase and other after school arts and music events. We inform ELL parents of all relevant DOE and community sponsored events via mail and our automated phone system, which has been programmed to deliver messages in English and Spanish.

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

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

We are very responsive to the needs of our parents since we understand that they are a vital part in the students' learning process. Parent involvement activities are determined based on the data from parent surveys, individual conferences, PA meetings, and parent involvement in special events. These data sources guide the activities and programs we offer our parents. After learning that many of our parents are not familiar with using a computer and the internet, the Parent Coordinator arranged for a series of computer classes to be taught both in English and the dominant language of our ELLs. These classes allowed our parents to access Jupitergrades in order to be aware of their child's grades and it allowed them to pursue other endeavors. The Parent Coordinator also arranges individualized meetings and/or trainings based on the needs expressed by parents. For example, she has shown some parents how to set up and access email accounts, and has helped them write resumes and cover letters. She also connects them with community programs and resources based on the needs that they express.

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.

Part VI: LAP Assurances

School Name: Civic Leadership Academy

School DBN: 24Q293

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Phuong Nguyen	Principal		12/19/13
Carl Raab	Assistant Principal		12/19/13
Janneth Cali	Parent Coordinator		12/19/13
Gabrielle Kaplan	ESL Teacher		12/19/13
Alfredo Mejia	Parent		12/19/13
Elizabeth Walker	Teacher/Subject Area		12/19/13
Joanna Lobrutto	Teacher/Subject Area		12/19/13
Amanda Hunter	Coach		12/19/13
	Coach		
Idis Ortiz	Guidance Counselor		12/19/13
	Network Leader		
Penny Yilmaz	Other <u>Related Service Prov</u>		12/19/13
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q293 School Name: Civic Leadership Academy

Cluster: _____ Network: 561

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

Part A: Needs Assessment Findings

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.

In order to determine the language needs of our population and ensure that all parents are provided information in a language they can understand, we examined data from ATS, Home Language Surveys, Emergency Contact cards, and our meetings with parents. The majority of our population speaks Spanish, followed by English, and other languages. Based on the Home Language Report (RHLA), the majority of our students come from Spanish speaking homes. We determined that 64% of our parents need Spanish language translation in both written and oral form (27% of parents reported English as the primary language). Less than 2% of our population requires translation in Bengali. We also found a need for Tibetan, Punjabi, Hindi, Philipino, Cantonese, Arabic, and Urdu language interpretations as well.

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

Based on our findings from ATS reports, Home Language Surveys, and other opportunities to meet with parents directly, we found that we have a large number of students (64%) with Spanish as their home language. We reported these findings to our school leadership team, and the PTA Executive Board. It was determined that information presented to parents (be it in written form or oral presentation) should be presented in Spanish in addition to English. We also agreed that it is vital that our parents are communicated with in their native language as much as possible. Therefore, at the beginning of the school year, faculty was provided a student biography report that listed the home language of the student in addition to general contact information. All school members are reminded and made of aware of this information again during grade meetings, faculty conferences, planning time with ESL teachers, and private meetings with the Parent Coordinator and Guidance Counselors.

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.

All written documents are translated in Spanish in-house by staff members. School letters are provided both in English and Spanish by the parent coordinator, ESL department, and guidance counselor in a timely manner. Translations of any official communication from the Department of Education are also sent home to the families. Many of these translated documents are taken directly from NYCDOE and requested from the Office of English Language Learners. We have also used the services of the Translation Office to translate documents for our families.

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.

Several staff members are available to provide oral interpretation services for the majority of our students. By identifying our language needs early on, we hired staff members that could address the language needs of our students and parents. Our Parent Coordinator, Guidance Counselor, School Business Manager, other personnel, and several teachers can communicate fluently in Spanish. We also have four bilingual paraprofessionals; three of whom are fluent Spanish speakers, and one that is fluent in Urdu, Hindi, and Bengali. In addition to these languages, we have staff members who are fluent in Vietnamese, Cantonese, Ukrainian, Russian, and Haitian Creole. We also have parent volunteers who can translate languages that we cannot address in-house. In addition, we can contact our partner, Child Center of NY, as they have made staff available to us for translation needs. For special education services, we use a DOE- approved outside contractor for translation services during evaluations for languages we cannot translate.

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

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

- We provide each parent whose primary language is a covered language, and who requires language assistance services, with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We have copies of the translated versions of this document, in the covered languages, in the main office to be distributed as needed.
- We post signs in the covered language, indicating the availability of interpretation services. These signs are located in the main office and at the entrance to the Guidance Suit offices.
- In our school's safety plan, we include procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.
- We currently do not have 10% of our students whose families' primary language is not English nor a covered language and thus, do not have forms or signage translated at this time.