

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

24Q293

School Name:

CIVIC LEADERSHIP ACADEMY

Principal:

PHUONG NGUYEN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Civic Leadership Academy School Number (DBN): 24Q293
Grades Served: 9-12
School Address: 45-10 94th Street, Elmhurst, NY 11373
Phone Number: 718-271-1487 Fax: 718-271-3408
School Contact Person: Janneth Cali Email Address: jcali@schools.nyc.gov
Principal: Phuong Nguyen
UFT Chapter Leader: Janice LaVaute
Parents' Association President: Iris Flores-Salazar
SLT Chairperson: Amanda Hunter
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Iris Flores-Salazar
Student Representative(s): Johairy Delacruz
Kateri Mullan

District Information

District: 24 Superintendent: Juan Mendez
Superintendent's Office Address: 30-48 Linden Place, Flushing, NY 11354
Superintendent's Email Address: JMendez2@schools.nyc.gov
Phone Number: 718-281-7696 Fax: 718-281-7519

Borough Field Support Center (BFSC)

Affinity Group – New
BFSC: Visions Director: Alexandra Anormaliza
Director's Office Address: 131 Livingston Street, Brooklyn, NY 11201
Director's Email Address: AAnorma@schools.nyc.gov
Phone Number: 718-935-5618 Fax: 718-935-5941

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|----------------------|---|-------------------------|
| Phuong Nguyen | *Principal or Designee | |
| Janice LaVaute | *UFT Chapter Leader or Designee | |
| Iris Flores-Salazar | *PA/PTA President or Designated Co-President | |
| Janneth Cali | DC 37 Representative (staff), if applicable | |
| Iris Flores-Salazar | Title I Parent Representative (or Parent Advisory Council Chairperson) | |
| Johairy Cruz | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| Kateri Mullan | Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> | |
| | CBO Representative, if applicable | |
| Mercy Ruiz | Member/ Parent | |
| Robert Gorbe | Member/ Parent | |
| Reyna Ramirez | Member/ Parent | |
| Elena Montes de Ocha | Member/ Parent | |
| Rosario Segura | Member/ Parent | |
| Jimmy Ma | Member/ Staff | |

| Name | Position and Constituent Group Represented | Signature (Blue Ink) |
|-----------------|--|-------------------------|
| Shilini Budhram | Member/ Staff | |
| Amanda Hunter | Member/ Staff | |
| | Member/ | |

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning – to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement activities and strategies that improve outcomes for students.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Framework for Great Schools identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

| The Six Elements of the Framework for Great Schools |
|---|
| Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. |

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, school communities should engage in improvement planning that is also informed by the NYCDOE’s Quality Review Indicators and other quantitative and qualitative data.

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school’s updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

The Civic Leadership Academy is a small high school in Elmhurst, Queens in its eighth year of operation. We currently have 475 students in grades 9-12. We offer a college preparatory program with an emphasis on youth development through service learning. We are committed to meeting the diverse learning needs of our students and helping them excel in all academic areas. Our three core values – commitment to community, learning and advocacy – promote the social, emotional and academic development of our students by helping them become independent, critical thinkers who are assets to their communities.

We have high expectations for our students, and communicate them by clearly identifying learning outcomes, providing educational experiences at the appropriate level of challenge, and using data from student work, interim assessments, and standardized tests to inform instruction. In this way, we translate our expectations into learning experiences that are concrete, promote thinking, and aligned with the school's mission. Our partnerships with Child Center of NY, Inc. and New Visions for Public Schools support our goal of providing students with quality opportunities to engage in work that contributes to the health of the community. We believe that using the community as a textbook offers our students opportunities to reinforce and extend their learning beyond the physical boundaries of the school.

Mission:

The Civic Leadership Academy fosters the academic success, personal growth, and social development of our 9th -12th grade students through service to their communities. Our college preparatory curriculum uses the real world as a classroom in which students develop as leaders who take initiative, solve problems, work as a team, and demonstrate their abilities while addressing real community needs. The community is our textbook, helping to expand our students' academic and leadership skills as they become future leaders of the world around them.

Programs for 2015-2016:

Our partner, Child Center of NY, will continue to offer an OST/TASC afterschool program to support the learning and achievement of our students. The "Transition to High School OST Program" is designed to support ninth graders in making a successful adjustment to the expectations and requirements of high school, focusing on such areas as academic support, social-emotional development, and college prep. It is a year-long program that includes peer mentoring, academic tutoring and social-emotional support. The TASC-funded program offers extra-curricular activities based on students' needs and interests. In addition, Child Center of NY will continue its career readiness program, Workforce Investment Act (WIA), that gives students exposure to a career in which they are interested while earning a stipend for their participation.

We are also continuing the Urban Teacher Residency program in partnership with New Visions, and are hosting three teaching residents in the areas of English, English as a Second Language, and Special Education. In tandem with this program, we have been selected to be part of the Learning Partners Program in which we will serve as a host school for another high school.

Our partnership with Queens College through their College Now program is continuing, and students will have the opportunity to take college courses and earn college credits for free. In addition, our students will continue to intern at the Hall of Science as Student Explainers.

We are also expanding our sports program. Last year, we added PSAL Boys and Girls Table Tennis and competed in both Boys and Girls Flag Rugby and PSAL Boys and Girls Rugby. We also started a Fencing Club last year, and are hoping to add PSAL Girls and Boys Fencing this year.

We are also expanding our college readiness program to include a program for parents. We will be conducting college visits with parents and their children to expose them to the different types of colleges and their requirements, as well as walking them through the college application process and how they can best support their children.

Framework for Great Schools:

Based on the feedback we received from various data sources like the Quality Review, School Quality Guide, and the School Survey, we performed well in the areas of Supportive Environment (5B) and Effective School Leadership (5D). Every student is individually programmed so that he/she gets the support he/she needs to stay on track and graduate on time. Our graduation rate has been consistently 80% or higher, with the majority of our students with special needs and English Language Learners earning a Regents diploma. In addition, our school survey shows that 98% of the students believe that the teaching staff at the school gives them extra help when they need it, and 96% of students believe that all students can do well in school.

The feedback from our Quality Review showed that our curriculum was aligned to key standards and instructional shifts, and offered a variety of rigorous learning opportunities. Moreover, the leadership of the school made deliberate organizational decisions and used resources that support the school's instructional goals to address both the learning needs of staff and students.

Though our students are doing well and most graduate within four years, our college and career readiness program needs more development. The School Quality Guide revealed that in two of the three components of the College Readiness measure, we did not meet borough standards though we met citywide standards. In this school, students are engaged in rigorous learning activities, but these learning activities need to be consistent across all classrooms. As a result, we will be focusing our goals around the areas of Rigorous Instruction (5A), Collaborative Teachers (5C), and Strong Family-Community Ties (5E). We believe development in these three areas will be our biggest leverage points for preparing our students for the world beyond high school.

24Q293 School Information Sheet

| School Configuration (2014-15) | | | | |
|---|-------------|---|-----|---|
| Grade Configuration | 09,10,11,12 | Total Enrollment | 479 | SIG Recipient |
| | | | | N/A |
| Types and Number of English Language Learner Classes (2014-15) | | | | |
| # Transitional Bilingual | N/A | # Dual Language | N/A | # Self-Contained English as a Second Language |
| | | | | N/A |
| Types and Number of Special Education Classes (2014-15) | | | | |
| # Special Classes | N/A | # SETSS | 2 | # Integrated Collaborative Teaching |
| | | | | 23 |
| Types and Number of Special Classes (2014-15) | | | | |
| # Visual Arts | 11 | # Music | 19 | # Drama |
| | | | | N/A |
| # Foreign Language | 10 | # Dance | N/A | # CTE |
| | | | | N/A |
| School Composition (2013-14) | | | | |
| % Title I Population | 70.5% | % Attendance Rate | | 89.3% |
| % Free Lunch | 72.4% | % Reduced Lunch | | 8.2% |
| % Limited English Proficient | 8.6% | % Students with Disabilities | | 19.0% |
| Racial/Ethnic Origin (2013-14) | | | | |
| % American Indian or Alaska Native | N/A | % Black or African American | | 6.8% |
| % Hispanic or Latino | 76.6% | % Asian or Native Hawaiian/Pacific Islander | | 7.5% |
| % White | 4.2% | % Multi-Racial | | N/A |
| Personnel (2014-15) | | | | |
| Years Principal Assigned to School (2014-15) | 6.34 | # of Assistant Principals (2014-15) | | 1 |
| # of Deans (2014-15) | N/A | # of Counselors/Social Workers (2014-15) | | 2 |
| Personnel (2013-14) | | | | |
| % of Teachers with No Valid Teaching Certificate (2013-14) | N/A | % Teaching Out of Certification (2013-14) | | 7.0% |
| % Teaching with Fewer Than 3 Years of Experience (2013-14) | 0.3% | Average Teacher Absences (2013-14) | | 6.58 |
| Student Performance for Elementary and Middle Schools (2013-14) | | | | |
| ELA Performance at levels 3 & 4 | N/A | Mathematics Performance at levels 3 & 4 | | N/A |
| Science Performance at levels 3 & 4 (4th Grade) | N/A | Science Performance at levels 3 & 4 (8th Grade) | | N/A |
| Student Performance for High Schools (2012-13) | | | | |
| ELA Performance at levels 3 & 4 | 88.1% | Mathematics Performance at levels 3 & 4 | | 84.8% |
| Credit Accumulation High Schools Only (2013-14) | | | | |
| % of 1st year students who earned 10+ credits | 94.2% | % of 2nd year students who earned 10+ credits | | 90.9% |
| % of 3rd year students who earned 10+ credits | 80.8% | 4 Year Graduation Rate | | 80.2% |
| 6 Year Graduation Rate | 86.7% | | | |
| Overall NYSED Accountability Status (2014-15) | | | | |
| Reward | | Recognition | | |
| In Good Standing | X | Local Assistance Plan | | |
| Focus District | X | Focus School Identified by a Focus District | | |
| Priority School | | | | |
| Accountability Status – Elementary and Middle Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Met Adequate Yearly Progress (AYP) in Science (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | N/A | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | N/A | | | |
| Accountability Status – High Schools | | | | |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) | | | | |
| American Indian or Alaska Native | N/A | Black or African American | | N/A |
| Hispanic or Latino | YES | Asian or Native Hawaiian/Other Pacific Islander | | N/A |
| White | N/A | Multi-Racial | | N/A |
| Students with Disabilities | N/A | Limited English Proficient | | N/A |
| Economically Disadvantaged | YES | | | |

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

The findings of the 2013-14 Quality Review report reveal that the curriculum designed by teachers was aligned to the common core standards, and teachers used student work to plan and refine curricula. Though some lessons observed provided multiple entry points and exhibited higher levels of thinking and active engagement, these supports as well as higher order learning were not evidenced in all classrooms. In addition, assessment was another area of focus – rubrics were used for many of the assignments, but the feedback provided to students tended to be generic and nonspecific. Moreover, checks for understanding were not consistent across all classrooms.

According to the 2013-14 School Quality Snapshot, the school achieved an “Excellent” on three of the five core Regents exams (English, Math, Science) and “Good” on the remaining two exams (Global History and US History). Our Student Progress, Student Achievement, and School Environment measures exceeded the city and borough averages. We were also successful in helping English Language Learners, students with special needs and the lowest performing students graduate in four years, earning “Good” for English Language Learners and “Excellent” for the other two populations. However, the area for further growth is the College and Career Readiness measure. Though we met our target and outperformed the city average, we did not meet the borough average in two of the three components. In the College Readiness Index, 36% of our students attained the Math College Readiness Standard and 61% the English College Readiness Standard.

An analysis of the June 2014 Regents data support the above findings. The distribution of scores in the Common Core English and Integrated Algebra exams show the need for deeper conceptual understanding. A comparison of the Common Core exams with the regular exams show that the majority of students earned scores on the lower end of the range of passing scores for the common core exams, while the regular exams had at least 20% of the students scoring 85 or higher.

June 2014 Regents Results

| Exam | Pass Rate | 65-74 | 75-84 | 85-100 |
|--------------------------------|-----------------------|----------------------|----------------------|----------------------|
| ELA Regular | 88% 99/112 | 29% 32/112 | 38% 43/112 | 21% 24/112 |
| Common Core ELA | 82% 88/107 | 31% 33/107 | 39% 42/107 | 12% 13/107 |
| Integrated Algebra Regular | 88% 104/118 | 11% 13/118 | 55% 65/118 | 22% 26/118 |
| Common Core Integrated Algebra | 69% 81/117 | 62% 73/117 | 7% 8/117 | 0% |

The data from teacher observations also support these findings. Teachers scored well on Domains 1, 2 and 4. In fact, according to the observation data from 2014-15 ADVANCE, 93% of teachers scored in the Effective or Highly Effective categories. However, an analysis of the different domains and components reveal that 55% of teachers scored in the Highly Effective and Effective ranges of Domain 3 for the 2014-15 school year. The rating distribution for this domain is: 8% Highly Effective, 47% Effective, 43% Developing, 3% Ineffective. Of the three components in this domain, in components 3b (Questioning and Discussion) and 3c (Engaging All Learners), only 50% of teachers scored in the Effective or Highly Effective ranges.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 70% of teachers will score in the Effective and Highly Effective range of Danielson’s Domain 3 (Instruction) of the rubric.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
|---|--|---|--|
| <p>Further align curricula to the Common Core Standards</p> <ul style="list-style-type: none"> • Adopt the DOE approved Houghton, Mifflin, Harcourt Reading Program for 9th grade • Develop a writing workshop curriculum for the Social Studies and English Departments • Develop a 9th grade Global History curriculum focused on analysis, research and writing | <p>All Teachers</p> | <p>September 2015 – June 2016</p> | <p>All Teachers, Assistant Principals, Principal</p> |

| | | | |
|--|---|----------------------------|--|
| <ul style="list-style-type: none"> • Design a 12th grade seminar class in Social Studies • Align 12th grade ELA classes to the AP Language and Composition curriculum • Further align curricula to the Common Core Modules for Integrated Algebra, Geometry, and Algebra II/Trigonometry classes • Incorporate inquiry-based learning across all science classes • Map and design learning and writing tasks in foreign language classes to incorporate more reading and writing • Incorporate more writing and analysis in the Art, Music and Dance classes • Administrators meet weekly with each department to analyze and plan curriculum | | | |
| <p>Develop an individualized professional development program</p> <ul style="list-style-type: none"> • Use observation data from 2014-15 to determine instructional focus for 2015-16 • Administrators coach individual teachers on curriculum planning and instruction • Analyze student work regularly to target instructional needs • Use Monday PD sessions to address school wide and individualized PD needs, with particular emphasis on questioning, discussion, and assessment • Use Circular 6 period for common planning and tutoring • Research outside professional development to support teacher development | All Teachers | September 2015 – June 2016 | All Teachers, Assistant Principals, Principal |
| <p>Increase rigor of Honors classes in the four core subjects</p> <ul style="list-style-type: none"> • Map Honors classes to AP courses or SAT Subject exams • Revise curriculum to reflect the needs of the above exams | Teachers teaching Honors classes in the core subjects | September 2015 – June 2016 | Teachers teaching Honors classes in the core subjects, Assistant Principals, AP Coordinator, Principal |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Instructional Resources:

- Houghton, Mifflin, Harcourt 9th grade Reading Series and Resources
- Common Core Standards for ELA, Math, Science, Social Studies
- EngageNY modules for 9-12 ELA and Math
- Resources for AP courses, SAT Subject tests
- New Visions resources on inquiry based lessons, Social Studies curricula
- New Visions study groups in Living Environment and Earth Science
- Outside professional development on targeted instructional areas

Human Resources:

- Hire full-time Science/Math Assistant Principal
- Hire additional ELA teacher, ELA/SPED teacher, Math/SPED teacher

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point Benchmark:

- January 2016 – Analyze Advance observation data for all teachers in Domain 3 of the Danielson Rubric

Timeframe for mid-point progress monitoring:

- October 2015 – Formative observation review

- November 2015 – January 2016

- o Track observation data of teachers in Advance

- o Target professional development to improve in the areas of growth

- o Administrators meet regularly with teachers for individualized feedback and instructional planning

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

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| <ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data. • Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. |
| N/A |

Part 2 – Annual Goal

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| Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| |

Part 3 – Action Plan

| Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. | Target Group(s) <i>Who will be targeted?</i> | Timeline <i>What is the start and end date?</i> | Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
|--|----------|--|--------------------------------|--|------------|--|---------------------|--|----------------------|--|-------------------------|
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Since our founding, our staff has engaged in collaborative professional learning and critical friends protocols to help build school-wide consistency and improve instruction. As we have grown, we have developed both content-based departments and grade teacher teams that meet regularly and require staff to engage in different types of work together. Looking at student work, reviewing student data, developing curriculum, and planning instruction are some of the tasks in which these teams engage. It is the school culture that teachers collaborate and support each other, which is supported by their responses on the LES. 100% of teachers work on teams to improve instructional practice, 93% feel supported by other teachers at the school, and 90% of teachers trust each other. Teacher teams meet at least twice a week to review, revise and build curriculum, and alternate common planning with tutoring students in the library.

Our professional development program is designed to target specific teacher needs, both self-identified and driven by student data and feedback from various sources. In the fall, a PD team develops workshops on three different areas of instruction, and teachers determine which strand they would study for the semester. In the spring, professional development is driven by student data from the fall semester and January Regents exams. Administrators also meet with individual teachers regularly to plan instruction and curriculum and the principal meets weekly with each department to plan curriculum.

Though our teacher teams are cohesive and effective, as a school, we need to continue our work in planning and implementing more rigorous instruction. Feedback from both our Quality Review and PPO visits focused on building consistency across the school in the use of pedagogical practices that strategically probe student thinking via targeted scaffolds, discussion techniques and extensions that lead to higher-order thinking and discussions.

Our Common Core Regents data support this observation, for the majority of the students who passed the Common Core ELA or Integrated Algebra exams earned a score between the range of 65-84 in June 2014. For the ELA exam, the overall pass rate was 82%, but 70% earned between 65-84. For the Integrated Algebra exam, the overall pass rate was 69%, and all the students earned a score between 65-84. These results revealed that though students understood the content, they did not show mastery of it. The 2013-2014 School Quality Guide showed that we met our target for College and Career Readiness, but we did not meet the borough average in two of the three components. Finally, based on observational data from ADVANCE, teachers performed well in Domains 1, 2, and 4, but the percent of teachers who scored Effective or Highly Effective in Domain 3 (Instruction) did not exceed 55%.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the teachers in the four core subjects – ELA, SS, Math and Science – will design and implement two performance tasks each semester that emphasize reading, reasoning and writing.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|--|---|--|---|
| <p>Revise curriculum to further align with the Common Core Standards:</p> <ul style="list-style-type: none"> • Incorporate more higher-order tasks in lessons that promote conceptual learning • Use open-ended questions to practice skills and concepts • Use formative assessments to gauge student understanding on an ongoing basis • Create an assessment system to track and monitor individual student learning • Administrators meet regularly with departments and individual teachers to plan collaboratively • Conduct learning walks and informal observations to assess progress and support | <p>Four core subject teachers</p> | <p>September 2015 – June 2016</p> | <p>Teachers, Administrators</p> |
| <p>Design and implement performance tasks</p> <ul style="list-style-type: none"> • Use various resources from EngageNY.org, New Visions, NYCDOE to design performance tasks • Analyze student work to identify areas of achievement and growth | <p>Four core subject teachers</p> | <p>September 2015 – June 2016</p> | <p>Teachers, Administrators</p> |

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|---|--|--|--|
| <ul style="list-style-type: none"> • Map the performance tasks across subjects and grades: <ul style="list-style-type: none"> o ELA – Writing Tasks o SS – Research and Writing Tasks o Math – Performance tasks at the end of each unit o Science – Inquiry based labs and projects • Use the Circular 6 period to common plan and work with students • Use the Monday Professional Development to learn strategies for designing and implementing these tasks | | | |
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Part 4 – Budget and Resource Alignment

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| <p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Instructional Resources:</p> <ul style="list-style-type: none"> • Houghton, Mifflin, Harcourt 9th grade Reading Series and Resources • Common Core Standards for ELA, Math, Science, Social Studies • EngageNY modules for 9-12 ELA and Math • Resources for AP courses, SAT Subject tests • New Visions resources on inquiry based lessons, Social Studies curricula • New Visions study groups in Living Environment and Earth Science • Outside professional development on targeted instructional areas <p>Human Resources:</p> <ul style="list-style-type: none"> • Hire full-time Science/Math Assistant Principal • Hire additional ELA teacher, ELA/SPED teacher, Math/SPED teacher |
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|--|----------|---|--------------------------------|--|------------|--|------------------|--|-------------------|--|----------------------|
| Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal. | | | | | | | | | | | |
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point Benchmark:

- January 2016 – Analysis of two student performance tasks in each department to assess student learning; Creation of action plan for Spring semester based on this data

Timeframe for mid-point progress monitoring:

- September - November 2015

- o Completion and analysis of first performance task; Action plan for next performance task

- December 2015 – January 2016

- o Completion and analysis of first performance task; Action plan for next performance task

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

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| <ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. |
| N/A |

Part 2 – Annual Goal

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| <p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p> |
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Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote parent leadership and engagement as a key lever for school improvement. | <p>Target Group(s) <i>Who will be targeted?</i></p> | <p>Timeline <i>What is the start and end date?</i></p> | <p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p> |
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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|--|-----------------|--|--------------------------------|--|-------------------|--|-----------------------------|--|------------------------------|--|---------------------------------|
| | Tax Levy | | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Parents are very supportive of the school and the education that their children are receiving. In the 2013-14 School Survey report, parents were overwhelmingly satisfied with their children’s education. 99% of them were satisfied with the Instructional Core, 98% with the Systems for Improvement, and 97% with the School Culture. These results were based on the response of 58% of the parents. In addition, parent participation in the Parent-Teacher Conferences has been consistent with previous years’ data. In the 2014-2015 conferences, 254/474 families (54%) attended the Fall Conferences and 201/474 families (42%) attended the Spring Conferences.

Though our parents are very responsive when we request individual meetings with them, as a school, we need to encourage them to be more active in the college application process. In October 2014, 56/474 families (12%) attended the college application process workshops that were held at the school. In May 2015, 15/107 families (14%) attended a college application process targeted for 11th grade families.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school will increase parent participation in college readiness and application activities by 10% as measured by analysis of data-oriented information like their attendance at workshops and college readiness activities.

Part 3 – Action Plan

| <p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. | <p>Target Group(s) Who will be targeted?</p> | <p>Timeline What is the start and end date?</p> | <p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p> |
|---|---|--|---|
| <p>Improving communication:</p> <ul style="list-style-type: none"> • Weekly PA phone blast to families • Monthly parent “Coffee Talk” to discuss college readiness, strategies to support child’s academics, etc. • Monthly parent newsletter | <p>All parents</p> | <p>Fall 2015 - Spring 2016</p> | <p>Parent Coordinator, Guidance Counselor, PA Executive Board</p> |
| <p>Increase college awareness and participation:</p> <ul style="list-style-type: none"> • Design workshops on topics that are targeted for each grade • Offer workshops during the day and in the evening • Arrange college visits that parents can attend with their children • Create a handbook on what parents should do to support their children in this process for each grade level • Incentivize students to encourage their parents’ participation in the workshops • Arrange a potluck “College Night” in the fall and invite a variety of speakers who can share insights into the college application process • Arrange a celebration dinner for families in the Spring to celebrate parents’ participation and engagement in school • Invite former graduates to speak about their college experience and the support that they needed from their parents | <p>All parents</p> | <p>Fall 2015 - Spring 2016</p> | <p>Parent Coordinator, Guidance Counselor, PA Executive Board</p> |

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Instructional Resources:

- School Messenger Automated Phone System
- Google Website
- College Handbook for Parents by Grade

Human Resources:

- Parent Coordinator
- Parent Association Executive Board
- Guidance Counselors
- Teacher – Set up and maintain parent website

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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|---|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| X | Tax Levy | X | Title I SWP | | Title I TA | | Title II, Part A | | Title III, Part A | | Title III, Immigrant |
| | C4E | | 21 st Century Grant | | SIG/SIF | X | PTA Funded | | In Kind | | Other |

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

Mid-point Benchmark:

- January 2016 – Recognize parents who have participated in events from September – January in the January College Night event.

Timeframe for mid-point progress monitoring:

- Each month, track parent participation through a badge system and provide outreach to individual parents to encourage them to attend meetings or participate in parent events.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

| Type of Academic Intervention Service (AIS) | Criteria for determining AIS services | 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.) |
|--|---|---|---|--|
| English Language Arts (ELA) | Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities | <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 | Students not passing the course, English Language Learners, Students with Disabilities | <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 | <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 |

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| | | <ul style="list-style-type: none"> • Tutoring • Homework Help • Response to Intervention Team • College Algebra Class • Integrated Algebra, Geometry, and Algebra 2 Regents Prep Program | | |
| Science | Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities, students missing required labs | <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 | Students not reading on grade level, students not passing the course, English Language Learners, Students with Disabilities | <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 | <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 |

| | | | | |
|--|--|--|---|--------------------------------|
| | | <ul style="list-style-type: none"> • Tutoring • Homework Help • Student Success Team | | |
| <p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p> | <p>Students with chronic attendance/tardies, multiple detentions or suspensions, peer issues</p> | <ul style="list-style-type: none"> • Two Guidance Counselors on staff • At-risk and mandated counseling services provided by Guidance Counselor based on IEP and/or on an as-needed basis • College Counseling provided by Guidance Counselor | <ul style="list-style-type: none"> • Small group • Individual | <p>During and after school</p> |

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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|--|---------------------------------|---|--------------------|
| Indicate with an "X" your school's Title I Status. | | | |
| X | Schoolwide Program (SWP) | Targeted Assistance (TA) Schools | Non-Title I |

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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| 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. |

2b. High Quality and Ongoing Professional Development

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| Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <p>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.</p> <p>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.</p> <p>Department leaders are supported in their work by attending outside professional development and turnkeying 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. Where needed, coaches from our Affinity group, New Visions for Public Schools, provide further support as they work with the various departments and share their curricular resources to help them use student work to adjust instructional practices and design rigorous lessons and unit plans. An educational consultant works with the leadership team to help norm the team's vision of effective instruction in the classroom.</p> |

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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 and New Visions. 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.

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, a Schoolwide Program school must identify in its Schoolwide plan (CEP) 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 '16 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> , section references where a related program activity has been described in this plan. | |
|------------------------|--|---|---|---|
| | | | Column A Verify with an (X) | Column B Section Reference(s) |
| Title I Part A (Basic) | Federal | 208,874.00 | X | CEP Overview, Section 5A, Section 5C, Section 5E, Academic Intervention Services |
| Title II, Part A | Federal | 0 | | |
| Title III, Part A | Federal | 0 | | |
| Title III, Immigrant | Federal | 0 | | |
| Tax Levy (FSF) | Local | 2,691,145.00 | X | CEP Overview, Section 5A, Section 5C, Section 5E, Academic Intervention Services |

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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) *(Required for All Title I Schools)*

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school's Title I Parent Advisory Council (PAC) is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current 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 the school. **Civic Leadership Academy**, 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 the school and the families. The 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 the school community. **Civic Leadership Academy** will support parents and families of Title I students by:

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair 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;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center with instructional materials and a lending library for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;

School-Parent Compact (SPC)

Civic Leadership Academy, 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

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: <u>Civic Leadership Academy</u> | DBN: <u>24Q293</u> |
| 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: <u>27</u> |
| Grades to be served by this program (check all that apply): |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| Total # of teachers in this program: <u>4</u> |
| # of certified ESL/Bilingual teachers: <u>1</u> |
| # of content area teachers: <u>3</u> |

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The ESL 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)

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

Part B: Direct Instruction Supplemental Program Information

| <u>C</u> | | | |
|-----------------|--|---|-----------------------------------|
| <u>Time</u> | <u>ESL w/ Ms. Kaplan</u> | <u>Math w/ Ms. Del Gaudio</u> | <u>Science w/ Ms. Grover</u> |
| | | <u>or Ms. Lam (teachers will teach alternate Saturdays)</u> | |
| <u>10-11 AM</u> | <u>9th grade ELLs/FELLS</u> | <u>10th grade ELLs/FELLS</u> | <u>11th/12th grade ELLs/FELLS</u> |
| <u>11-12 AM</u> | <u>10th grade ELLs/FELLS</u> | <u>11th/12th grade ELLs/FELLS</u> | <u>9th grade ELLs/FELLS</u> |
| <u>12- 1PM</u> | <u>11th/12th grade ELLs/FELLS</u> | <u>9th grade ELLs/FELLS</u> | <u>10th grade ELLs/FELLS</u> |
| - | <u>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).</u> | | |
| - | <u>14 sessions X 3 teachers per session X 3 hours per session: 126 hours + 4 hours for Diagnostic w/ ESL teacher= 130 total hours</u> | | |
| - | | | |
| - | | | |
| - | | | |

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 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:

Part C: Professional Development

-
- 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 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. • Additional curricula, instructional materials. • Must be clearly listed. | _____ | _____ |
| Educational Software (Object Code 199) | _____ | _____ |
| Travel | _____ | _____ |
| Other | _____ | _____ |
| TOTAL | ===== | ===== |

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

| | |
|---|--|
| Principal Phuong Nguyen | Assistant Principal Amanda Hunter |
| Coach | Coach |
| ENL (English as a New Language)/Bilingual Teacher Gabrielle Kaplan | School Counselor Idis Ortiz |
| Teacher/Subject Area Joanna LoBrutto/ELA | Parent Iris Flores- Salazar |
| Teacher/Subject Area Dale Burcalow/ELA | Parent Coordinator Janneth Cali |
| Related-Service Provider Penny Yilmaz/ Speech and SPED | Borough Field Support Center Staff Member type here |
| Superintendent | Other (Name and Title) |

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program | 0 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12] | 0 | Number of teachers who hold both a bilingual extension and TESOL certification | 0 |
| Number of certified ENL teachers <u>not</u> currently teaching in the ENL program | 0 | Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6] | 0 | Number of special education teachers with bilingual extensions | 0 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|-----------|---|--------------|
| Total number of students in school (excluding pre-K) | 467 | Total number of ELLs | 22 | ELLs as share of total student population (%) | 0.00% |
|--|------------|----------------------|-----------|---|--------------|

Part II: ELL Demographics

A. ELL Programs

| | | | | | | |
|---|----------------------------|----------------------------|----------------------------|---------------------------------------|--|--|
| This school serves the following grades (includes ELLs and non-ELLs) Check all that apply | K <input type="checkbox"/> | 1 <input type="checkbox"/> | 2 <input type="checkbox"/> | 3 <input type="checkbox"/> | 4 <input type="checkbox"/> | 5 <input type="checkbox"/> |
| | 6 <input type="checkbox"/> | 7 <input type="checkbox"/> | 8 <input type="checkbox"/> | 9 <input checked="" type="checkbox"/> | 10 <input checked="" type="checkbox"/> | 11 <input checked="" type="checkbox"/> |

This school offers (check all that apply):

| | | | |
|--|---|--|-------------------------------|
| Transitional bilingual education program (TBE) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program (DL) | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Freestanding ENL | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | |

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

| Bilingual Program Breakdown | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Tot # |
| Transitional Bilingual Education | | | | | | | | | | | | | | 0 |
| Dual Language | | | | | | | | | | | | | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|----|---|---|---|----|
| All ELLs | 22 | Newcomers (ELLs receiving service 0-3 years) | 7 | ELL Students with Disabilities | 15 |
| SIFE | 2 | Developing ELLs (ELLs receiving service 4-6 years) | 7 | Long-Term (ELLs receiving service 7 or more years) | 8 |

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

| | ELLs by Subgroups | | | | | | | | | Total | |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|---|
| | Newcomer ELLs (0-3 years of service) | | | Developing ELLs (4-6 years of service) | | | Long-Term ELLs (receiving 7 or more years of service) | | | | |
| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | | |
| TBE | | | | | | | | | | | 0 |
| DL | | | | | | | | | | | 0 |
| ENL | 7 | 2 | 2 | 7 | 0 | 6 | 8 | 0 | 7 | | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | | 0 |

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| SELECT ONE | | | | | | | | | | | | | | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | | |
|--------------|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-----|----|-------|----|---|
| | ELL | EP | ELL | EP | |
| SELECT ONE | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section is for Dual Language Programs Only

| | |
|---|---|
| Number of students (students fluent in both languages): _____ | Number of students who speak three or more languages: _____ |
|---|---|

| Freestanding English as a New 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 | | | | | | | | | | 10 | 2 | 5 | | 0 |
| Chinese | | | | | | | | | | | | | | 0 |
| Russian | | | | | | | | | | | | | | 0 |
| Bengali | | | | | | | | | | | | | | 0 |
| Urdu | | | | | | | | | | | | | | 0 |
| Arabic | | | | | | | | | | 1 | | | | 0 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | | | | | | | | | | 1 | 1 | 2 | | 0 |
| TOTAL | 0 |

Part III: Assessment Analysis

Assessment Breakdown

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

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS) | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Entering (Beginning) | | | | | | | | | | 2 | 0 | 0 | 0 | 0 |
| Emerging (Low Intermediate) | | | | | | | | | | 1 | 0 | 2 | 0 | 0 |
| Transitioning (High Intermediate) | | | | | | | | | | 1 | 1 | 1 | 0 | 0 |
| Expanding (Advanced) | | | | | | | | | | 6 | 3 | 5 | 0 | 0 |
| Commanding (Proficient) | | | | | | | | | | 3 | 5 | 2 | 1 | 0 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| FORMER ELLS BASED ON REVISED EXITING CRITERIA | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA | | | | | | | | | | | | | | |
| GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS | | | | | | | | | | | | | | |
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
| Total | | | | | | | | | | | 1 | | 2 | 0 |

| FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Total | | | | | | | | | | 8 | 7 | 7 | 4 | 0 |

| NYS ELA | | | | | |
|---------|---------|---------|---------|---------|-------|
| Grade | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3 | | | | | 0 |
| 4 | | | | | 0 |
| 5 | | | | | 0 |
| 6 | | | | | 0 |
| 7 | | | | | 0 |
| 8 | | | | | 0 |
| NYSAA | | | | | 0 |

| NYS Math | | | | | | | | | |
|----------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 3 | | | | | | | | | 0 |
| 4 | | | | | | | | | 0 |
| 5 | | | | | | | | | 0 |
| 6 | | | | | | | | | 0 |
| 7 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | HL | English | HL | English | HL | English | HL | |
| 4 | | | | | | | | | 0 |
| 8 | | | | | | | | | 0 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Comprehensive English/Common Core ELA | 4 | | 2 | |
| Integrated Algebra/CC Algebra | 13 | | 6 | |
| Geometry/CC Algebra | 6 | | 0 | |
| Algebra 2/Trigonometry Math _____ | | | | |
| Chemistry | | | | |
| Earth Science | 4 | | 1 | |
| Living Environment | 9 | | 4 | |
| Physics | | | | |

| New York State Regents Exam | | | | |
|------------------------------|----------------------------|---------------|-----------------------------|---------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Home Language | English | Home Language |
| Global History and Geography | 11 | | 2 | |
| Geography | | | | |
| US History and Government | 5 | | | |
| LOTE | | | | |
| Government | | | | |
| Other _____ | | | | |
| Other _____ | | | | |
| NYSAA ELA | | | | |
| NYSAA Mathematics | | | | |
| NYSAA Social Studies | | | | |
| NYSAA Science | | | | |

| Home Language Assessments | | | | | | | | |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
| | # of ELLs scoring at each quartile (based on percentiles) | | | | # of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 We use eighth grade ELA scores to inform our assessment of literacy skills. We also conduct the Performance Series assessments at the beginning, middle and end of the year in order to determine 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 give baseline assessments to evaluate student needs and create targeted instruction. NYSESLAT/NYSITELL results are disaggregated, and the results are used to inform our instructional plans for our students.
- What is revealed by the data patterns across performance levels (on the NYSESLAT and NYSESLAT) and grades?
 Currently, 9 % of our students are scoring at the Beginner/Entering level on the NYSESLAT/NYSITELL exam. The breakdown by grade is as follows:
 9th grade: 2
 10th grade: 0
 11th grade: 0
 12th grade: 0

 Currently, 13.6% of our students are scoring at the Low Intermediate/Emerging level on the NYSESLAT/NYSITELL exam . The breakdown by grade is as follows:
 9th grade: 1
 10th grade: 0
 11th grade: 2
 12th grade: 0

 Currently, 13.6% of our students are scoring at the High Intermediate/ Transitioning level on the NYSESLAT/NYSITELL exam. The breakdown by gade is as follows:
 9 th grade: 1

| | | |
|----|----|----------|
| 10 | th | grade: 1 |
| 11 | th | grade: 1 |
| 12 | th | grade: 0 |

Currently, 63.6% of our students are scoring at the Advanced/Expanding level on the NYSESLAT/NYSITELL exam. The breakdown by grade is as follows:

- 9th grade: 6
- 10th grade: 3
- 11th grade: 5
- 12th grade: 0

We have noticed that all of the ELL students in 12th grade have passed the NYSESLAT exam. The majority of our current ELL students are in 9th and 11th grade and are mostly Advanced/Expanding. As a result, a dually certified ENL/ ELA teacher co-teaches one period of ELA 9, 10,11, and 12 with another ELA certified teacher. ELLs are programmed for this period and receive instruction in ELA with Integrated ENL. Newcomers also receive a period of Stand Alone ENL in a small group setting with the certified ENL teacher, which allows the teacher to assist them with all their courseload while working on English language acquisition. In addition to these supports, the ELA Department, in conjunction with the ENL Coordinator, will be hosting ELA Bootcamp for 10 weeks; an afterschool program that offers students, specifically ELLs and former ELLs, extra writing and reading support in preparation for state and school assessments. ELLs of all levels are also invited to participate in ELA Camp in the summer- ELA Camp is led by the ENL teacher and she reinforces reading, writing, speaking, and listening skills by providing students exposure to cultural resources in New York City through field trips.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO 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 ENL department analyze the patterns across NYSESLAT/NYSITELL modalities when results are released. These patterns determine class goals, classes offered, and other instructional decisions. We also use the Early Warning Indicator feature to evaluate the readiness of our 11th graders to graduate on time and make programmatic and instructional supports available to them to support their language proficiency and understanding of the content.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The patterns that we notice across proficiency levels are a tendency for a significant number of ELL students to perform best on the speaking portions of the NYSESLAT, while struggling in the reading/writing portions of the test. However, based on recent data, the majority of students scored higher in reading than writing. Our students tend to gain proficiency in the listening and speaking portions before they attain proficiency in reading and writing. For this reason, our Integrated ENL classes place emphasis on academic language, literacy, and writing by dedicating significant class time to building academic vocabulary and teaching and modeling the writing process.

Our students tend to perform better on the Regents exams that require less reading and writing. ELL students' performance decreases on tests that require significant amounts of reading and writing. As a result of these findings, all core subjects have adopted protocols for teaching process writing as it pertains to their subject. Students are expected to complete these tasks on Google Docs/ Google Classroom so that the ENL teacher can offer feedback. ELL students have additional support with these processes and writing tasks in their Stand Alone ENL class. The Science Department has also created 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' Performance Series Assessment results and are able to use these results to plan 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, the ENL teacher administers an assessment based on level of proficiency to determine specific needs in speaking, listening, reading and writing. During the second semester, the ELLs will complete multiple assessments in order for the ENL teacher to determine specific gains in reading comprehension and other modalities of English. They also perform teacher made periodic assessments on demand to be prepared for on demand standardized state exams.

Based on the NYSESLAT results, we have noticed that students 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. In the past, Periodic Assessments were only given

in English as our students preferred to be assessed in their dominant language; English. However, with the influx of Newcomers and Intermediate transfer students, assessments will be offered in Spanish and for less common languages, with the use of first language glossaries/dictionaries and translators.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]
N/A
6. How do you make sure that a student's new 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/NYSITELL results and student proficiency levels in order to gauge what students will be able to process, understand, and produce. The ENL teacher offers teacher support in order to assist in this process by meeting with staff weekly to discuss strategies, noticings, and student progress.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the success of our ENL 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. In addition, students are asked to complete surveys each semester about their needs and successes.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
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, meets 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 ENL Coordinator. Ms. Ortiz, the Guidance Counselor who is also licensed in Bilingual Education, assists the ENL Coordinator to conduct the informal interview in Spanish if needed. For other languages, we first ask staff members who speaks the language to determine availability and then we attain a Translator. Once the HLIS is completed and it is determined that a language other than English is the home language, the student is administered the NYSITELL by the ENL Coordinator, Gabrielle Kaplan. The Spanish LAB-R is also administered for students whose home language is Spanish by the ENL Coordinator with the assistance of Ms.Ortiz. During the first ten days of enrollment, parents are invited to attend an orientation workshop offered by the ENL Coordinator and view a DOE video which describes available program options for ELLs. The ENL Coordinator gives parents the Parent Survey and Program Selection Form in person or by mail. Students are placed in the chosen program (currently we do not have a bilingual class as there are not sufficient numbers of entitled ELLs with the same home language) or placed in Freestanding English as New Language if parents do not return/complete the form (due to insufficient number of ELLs with same home language). Bilingual staff is available for translating or clarifying purposes during the process as well. The vast majority of parents choose a Freestanding ENL 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 NYSITELL, he or she is eligible for ELL services as per the CR Part 154-2. An Entitlement Letter, Parent Survey and 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 NYSITELL, 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' English proficiency is evaluated using the NYSESLAT. One school day is dedicated to each

section of the NYSESLAT, excluding the Speaking section. ELA 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 mail/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 the same ELL services, but receive more than the mandatory transitional support for two years after reaching proficiency on the NYSESLAT exam (225 minutes of Integrated ENL).

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The ENL Coordinator meets with all new admits who are eligible for ELL services. Parents are also encouraged to attend said meeting in person or by phone. The ENL Coordinator requests school transcripts and with the help of the Guidance Counselor, documents are translated and reviewed. In addition, parents are asked to complete a survey about their child's educational history- the Oral Interview Questionnaire (<https://intranet.nycboe.net/SpecialPopulations/ELL/Resources/SIFE.htm>). The questionnaire is available in multiple languages. If any inconsistencies are noticed, student work and the Performance Series assessment are assessed during the beginning of the school year and the Language Proficiency Team, including the ENL Coordinator, identify the SIFE students. These steps take place during the first 30 days of instruction.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Language Proficiency Team, including the ENL Coordinator, Gabrielle Kaplan, and the Speech- Language Pathologist and Special Education Coordinator, Penny Yilmaz, and the Bilingual Guidance Counselor, Idis Ortiz, review evidence of the students' English language development by working closely with the CSE to review if any school based reports show the student appears to lack the English language needed to be successful in the classroom, there is evidence of language loss, difficulty in language transfer and/or a limited vocabulary. Student work and assessments are reviewed as part of this process. The LPT/CSE also reviews surveys and documentation to determine if the child spent significant amounts of time living/speaking abroad. Parents are informed of the process and interviewed to supply supplemental information. If needed, the parents/guardians will be provided with interpretation. The LPT members follow the CR Part 154-3 procedures regarding Students with Disabilities by reviewing evidence and making the determination during the first 20 days of instruction. If the LPT determines that the student with an IEP may have second language acquisition needs, the LPT shall recommend in accordance with the potential ELL's IEP whether the student shall take the NYSITELL with or without testing accommodations specified in the IEP. If the LPT recommends to the principal that the student with an IEP does not have second language acquisition needs, and the principal agrees, the principal notifies the superintendent and the parents/guardians. The superintendent then has ten days to agree or disagree. If the superintendent agrees, the parents/guardians are notified within five days of the final determination if the student will not take the NYSITELL and thus not be designated as an ELL, and their right to request a review and their screening for ELL Identification stops. Interview notes, academic and assessment history, work samples, and record of LPT considerations are collected and maintained in each student's cumulative record in the main office.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

If the student scores below proficiency on the NYSITELL, he or she is eligible for ELL services. An Entitlement Letter, Parent Survey and Program Selection Form, and Placement Letter are given to parents either via mail or through a conference with Ms. Kaplan, the ENL Coordinator. Letters are sent in English and translated to Spanish and other languages as necessary. If the student scores at or above proficiency on the NYSITELL, then parents are sent a Non-entitlement Letter within five school days. Copies of all letters are placed in the ENL Binder and can be found in the main office.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

As part of the Welcome Packet for newly identified ELLs, parents are given multiple forms that outline their rights as an ELL parent and the rights of their child as per ELL Guidelines through the NYSED, in their preferred language. The ENL Coordinator collects and maintains forms by storing them in the ENL Binder and the student records folders in the main office.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

The Guidance Counselor, Parent Coordinator, and ENL Coordinator are responsible for helping parents understand the program choices. Within 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 ENL Coordinator to follow up on any questions or concerns. Parents will be informed if a new program becomes available at the school via mail and/or phone in their preferred language. If no parent survey is returned, the default program is bilingual. The time line is as follows: orientation during second week of instruction, forms distributed within 5 instructional days, ATS screen updated within twenty days of selection.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Parents are invited to attend an orientation workshop at our school during the second week of school. If parents cannot attend, meetings are scheduled with the ENL Coordinator, Parent Coordinator, and the Guidance Counselor. Parents are given (in person or by mail) the Parent Survey and Program Selection Form in their preferred language, and given information about programs offered within five instructional school days. Once parents choose a program, the ELPC screen is updated on ATS (within 20 days of selection) to reflect that choice and the student is placed in said program. If no program is chosen, TBE is the default placement. Parents who have previously chosen TBE/DL programs will be contacted via mail and/or phone in their preferred language if the program becomes available.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- We make every effort to receive the Parent Survey and Program Selection form. Forms are distributed in person to parents and/or mailed to an updated mailing address in the parents preferred language. The ENL Coordinator collects and maintains forms by storing them in the ENL Binder and the student records folders in the main office. Students are reminded to return the form and parents are contacted by phone to ensure its return. When forms are not returned, the default program for ELLs is bilingual education. However, we currently do not have sufficient number of ELLs whose home language is the same so students are placed in the Freestanding ENL program where they receive Integrated ENL and Stand Alone ENL, as per the CR Part 154-2.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Placement parent notification letters (in English and preferred language) are mailed home by the ENL Coordinator to an updated mailing address once the chosen program is updated into the ELPC screen on ATS. Copies of said letters are kept in the ENL Binder in the main office.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- Copies of the HLIS are placed into students' files and are safely kept in the main office. Additional copies are also placed in the ENL Binder. Copies of non-entitlement and entitlement letters are placed in the ENL Binder and are stored in the main office. All staff members have access to both the ENL binder and student files..
11. 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 ENL 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 ENL Coordinator attends formal training sessions and turnkeys this information to the necessary teachers. The ENL 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.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- Once NYSESLAT scores are released, the ENL Coordinator mails continued entitlement and transition support letters to the student's mailing address. Letters are in English and the preferred home language. This generally occurs during the end of the summer or during the first 5 days of school. Copies of said letters are kept in the ENL Binder in the main office.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
- Our school uses a Free-Standing ESL instructional program based on an immersion model, which has produced superior results in achieving targeted language proficiency. In the past, 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 (except for 1 non-returned Program Selection Form). Those Special Education students requiring special services participate in an ENL class with an ENL/SPED teacher and receive an Alternate Placement Language paraprofessional to further meet their 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 for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

Students receive Integrated ENL in their ELA classes. An ENL teacher pushes in to one period of ELA 9, 10, 11, and 12. Due to the large number of ELLs with IEPs, a Special Education teacher also co-teaches the class. Thus, ELLs in all grade levels of ELA, receive ENL support along with Special Education support, if they have an IEP. These classes have general education students, ELLs, students with IEPs, and ELLs with IEPs. Students who are Entering or Emerging also have a Stand Alone ENL class, taught by an ENL teacher. Currently, the Stand Alone ENL class serves two different grade spans. ELLs are mainstreamed for all other subjects.
 - b. TBE program. *If applicable.*
N/A
 - c. DL program. *If applicable.*
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Currently, we only have one ENL teacher for our 22 ELLs. Integrated ENL in ELA 9 meets five days a week for 45 minutes for a total of 225 minutes. Integrated ENL in ELA 10 meets five days a week for 45 minutes for a total of 225 minutes. Integrated ENL in ELA 11 meets five days a week for 45 minutes for a total of 225 minutes. Integrated ENL in ELA 12 meets five days a week for 45 minutes for a total of 225 minutes. Although we currently have no 12th grade ELLs, the Integrated ENL in ELA 12 class serves the former ELLs. Both former ELLs and current ELLs (of all ELL levels) are placed in Integrated ENL/ELA based on their grade level. Students who are Entering or Emerging also receive Stand Alone ENL five days a week for 45 minutes for a total of 225 minutes. We currently do not provide home language arts instruction.
3. Describe how core content is delivered in each program model. 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 Stand Alone ENL, 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, EL methodologies are incorporated into the content areas, especially for Entering and Emerging ENL 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 native language dictionary, glossaries, and technology supports in all classes. Other materials include text guides, summaries, translated texts, and other language supports. The ENL Coordinator identifies ELL students (level of proficiency and special needs) to all teachers and is available to conference and common plan on a weekly basis.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs are appropriately evaluated in their home language by providing alternative texts in home 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 home 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 bilingual paraprofessionals, teachers, and/or staff members, allowing them to respond in either English, their home language, 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 their home language, documents when needed. Currently, we are using online translation services and a translator to assess an Indonesian newcomer.
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 ENL teacher and all teachers of ELLs 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 ENL teacher meets with core-content teachers 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

The majority of ELLs are mainstreamed and many ELLs are placed in ICT 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 Integrated ENL classes differentiate for 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 ENL teachers and all teachers of ELLs.

SIFE ELLs are placed in small Stand Alone ENL classes and Integrated ENL, as per requirements outlined in CR Part 154-

2. 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 ICT classes and paired with academically strong and helpful peer mentors. In addition, support is provided for all classroom content teachers by the ENL teacher.

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 ENL class based on their level. Newcomers are paired with peer mentors so that they may begin to build a relationship with the school community. Similarly, the ENL teacher 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 Integrated ENL and ICT classes, as per their IEP (many Developing students have IEPs). They function in heterogeneously mixed classes that are differentiated and work with the ENL teacher to master academic English. Most ELLs who have achieved Advanced status 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 Integrated ENL/ELA 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 receive more than the mandatory 90 minutes of Integrated ENL; instead, they receive 225 minutes of Integrated ENL in their ELA classes to provide them with a smooth transition from ELL status to Former ELL status. Former ELLs are monitored by their former ENL teachers and their Guidance Counselors. The ENL teacher conferences 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, which is updated with new admits; if students are struggling, teachers contact the ENL teacher 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, and are placed in ICT classes whenever possible so that there are several teachers in the classroom able to provide more one on one help. They are also given full access to ENL resources- leveled books, home language dictionaries, mainstream literature, abridged texts, texts in Spanish, texts on CD, vocabulary games, 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. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

If a student is re-identified as an ELL or non-ELL, the principal will review the process decision to ensure the student's academic progress has not been adversely affected by the re-identification by consulting with the ENL Coordinator, teachers, and by reviewing the progress or lack thereof of said student. Grades, class and state assessments, behavior logs, teacher/parent anecdotes, etc. will be reviewed and considered. All relevant documents will be kept in the student's cumulative folder in the main office.

Chart 1: How do 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 ENL teacher 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. Materials include leveled readers, side by side texts in English and home language, guiding questions, visuals, native language aids, large print, etc.

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

Special Education and the ENL teacher collaborate in the support of ELL-SWD students. These students are placed in ICT classes for Regents-bearing classes. They may 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 ICT classes. Teachers are also available for one to one tutoring during Administrative duty periods (2-3 days weekly). Moreover, the ELL-SWD students are strongly encouraged to attend the OST Afterschool Homework Help and Tutoring program, ELA Bootcamp, and ELA Camp which meets for 4 weeks in the summer. During the spring semester, where possible, these students are programmed for Regents support classes in addition to their regular content-area classes.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|---|---|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 2 units of study <u>per week</u> (360 min.) | 2 units of study <u>per week</u> (360 min.) | 1 unit of study <u>per week</u> (180 min.) | 1 unit of study <u>per week</u> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| Chart 1 INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/ELA (90 min.) | 1 unit of study in ENL/ELA or other Content Area (180 min.) | |
| FLEXIBILITY | | .5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services* |
| TOTAL | 360 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL teacher | | INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies) | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

| ENGLISH PROFICIENCY LEVEL | ENTERING (Beginning) | EMERGING (Low Intermediate) | TRANSITIONING (Intermediate) | EXPANDING (Advanced) | COMMANDING (Proficient) |
|--|--|---|---|--|---|
| ENL INSTRUCTIONAL TIME (MINIMUM) | 3 units of study <i>per week</i> (540 min.) | 2 units of study <i>per week</i> (360 min.) | 1 unit of study <i>per week</i> (180 min.) | 1 unit of study <i>per week</i> (180 min.) | Former ELLs must continue to receive services for an additional two years |
| STAND-ALONE ENL | 1 unit of study in ENL (180 min.) | .5 unit of study in ENL (90 min.) | | | |
| INTEGRATED ENL | 1 unit of study in ENL/ELA (180 min.) | 1 unit of study in ENL/ELA (180 min.) | .5 unit of study in ENL/Content Area (90 min.) | 1 unit of study in ENL/Content Area (180 min.) | |
| FLEXIBILITY | 1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | .5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.) | | .5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services* |
| TOTAL | 540 minutes per week | 360 minutes per week | 180 minutes per week | 180 minutes per week | |
| AWARDING CREDITS | STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study | | INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies | | |
| STAFFING/ PERSONNEL | STAND-ALONE ENL K-12 Certified ESOL Teacher | | INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher | | |
| The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day. | | | | | |

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

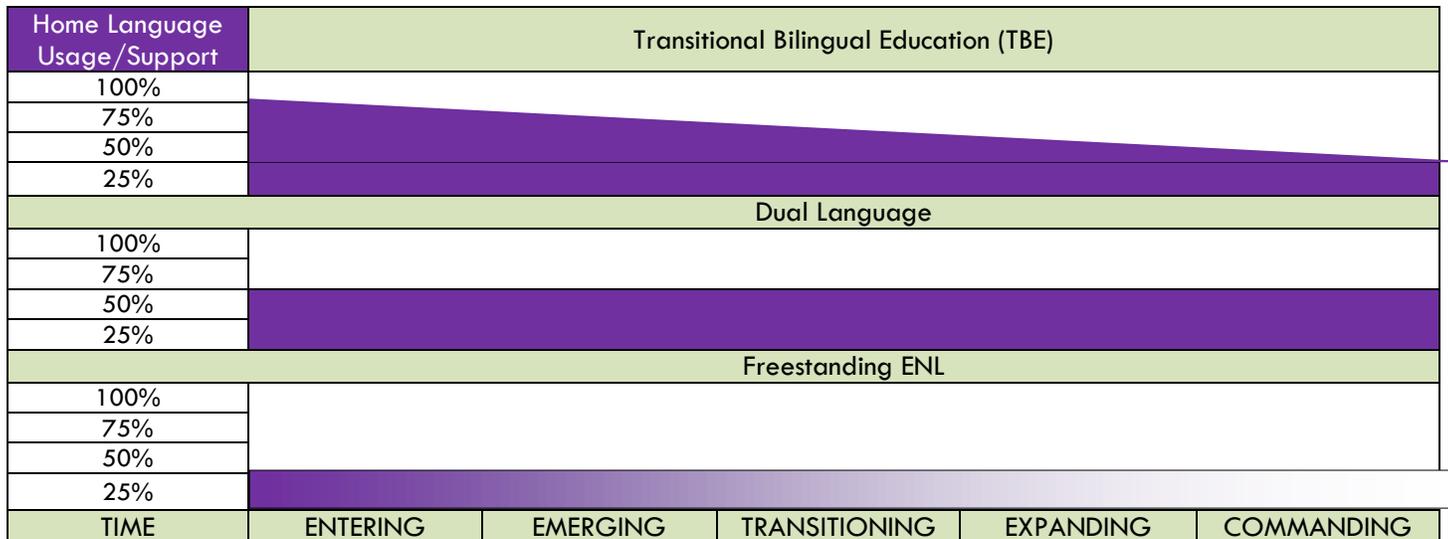


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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 current and former ELL students take Integrated ENL/ELA 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 NYSITELL 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 Emerging or Entering take Stand Alone ENL classes based on their level of language proficiency. They are also programmed for ICT classes as per their IEP and receive tutoring and counseling as needed. All ELL interventions are offered in English. However, language paraprofessionals and bilingual staff members offer tutoring and assistance in English and the student's home language. Targeted intervention for ELA occurs by giving ELLs or former ELLs an additional English elective prior to taking the ELA Regents (summer and during the school year). Similarly, Math and Science electives are offered to assist ELLs and Former ELLs with academic vocabulary and procedures that are content specific. The Social Studies department works closely with the ELA department to streamline process writing protocols and on-demand writing experiences. In the past, students who were given support classes for Regents exams are able to pass the exams and/or score in a higher range.
11. 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 continually 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 OST Afterschool Program, Administrative Period tutoring, ELA Bootcamp, and ELA Camp. We also offer Regents support/ 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. Ninth grade ELLs are also strongly encouraged to attend Summer Bridge- a three week program that helps students acclimate to High School by meeting teachers, other new students, and engaging in team building activities. This program is especially helpful to incoming ELLs because it allows them to foster relationships with teachers and students before the start of the school year while also authentically practicing their Speaking and Listening skills.
12. What new programs or improvements will be considered for the upcoming school year?
Based on new state guidelines for ELLs, we will be using the Integrated ENL model to offer in class ELL support to students in all grade levels of ELA. We are also instituting a school wide protocol for all process writing to be done on Google Docs and in Google classroom so students can be prepared for college and career readiness while being provided feedback by both their content and ENL teachers. This provides ELLs with instant use of technology to assist with translation and scaffolds pre-uploaded by teachers. There is also an ELA elective offered to former ELLs in the upper grades so they can receive additional instruction and participate in writing workshops modeled around college writing course work. Similarly, an after school creative writing club will begin in the Fall and former and current ELLs will be invited to participate in order to share their culture and experiences with the entire school (ELLs will be allowed to write pieces in their home language and/or English).
13. What programs/services for ELLs will be discontinued and why?
Due to funding restrictions, Saturday Academy will no longer take place during the second semester.
14. 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 provides academic and extracurricular programming to students. There is homework help everyday as well as tutoring and one-to-one intervention. Students also participate in monthly community service projects including fundraising and visiting nursing homes. Students also engage in after school sports and arts activities such as fencing, Rugby, Table Tennis, the Music and Art Showcase, Writing Club, and other music and dance performances throughout the school year. Many of the ELLs also take part in Shakespeare Faire. The ENL teacher, content area teachers, and other staff members advise and help the ELLs so that they may take part in all activities offered at CLA.
15. What instructional materials, including technology, are used to support ELLs? Include core 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 shared ENL classroom is equipped with two computers for use by ELLs as well as a class set of laptops and a Smartboard. Dictionaries, glossaries, and cognate charts in the home language are made available in ENL 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Home language support is offered in the ENL program through the use of dictionaries, glossaries, cognate charts, home language texts, a dually certified ENL/ELA teacher, and Alternate Placement Language paraprofessionals.

17. Explain how the school ensures all required services/resources support and 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 and post on-going assignments.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 ENL 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.

19. What language electives are offered to ELLs?

Currently, Spanish and French are language elective for all students including the ELLs.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
Professional Development for all personnel who work with ELLs is provided within the school's regular, on-going professional development program. It is delivered during conference days and faculty and department conferences. The ENL Coordinator conducts professional development with all content teachers, assistant principals, paraprofessionals, guidance counselors, special education teachers, speech therapists, and other 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.

All staff members 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 ENL 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.

2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
(see above)
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff are provided profiles for all current and former ELLs. They are given a list of ELLs' home language, the adult preferred language, scores from their 8th grade standardized exams, NYSESLAT scores by modality, access to IEPs, and weekly updates from the ENL Coordinator about student concerns, needs, and progress. Using this information, teachers and other staff members are able to ensure the transition from middle school to high school is a smooth adjustment due to support from staff coupled with a supportive learning environment.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

ELL training for all staff are met in a variety of ways. For the majority of staff, we conduct at least one monthly PD session on ELL strategies for 48 minutes, which is a total of 480 minutes or 15% of the total PD 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 ENL coordinator. The ENL teacher attends workshops offered by New Visions and the Learning Partner Program twice monthly, training on the SIOP model, professional development offered through the Center for Applied Linguistics, and workshops on ELL topics through the UFT. Records are maintained in the main office, by the ENL Coordinator, and within our school Google Drive.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

For ELL students with IEPs, individual meetings with parents of ELLs occur during their Annual IEP meetings. In an effort to accommodate parents who often have to take off from work, we schedule this time to also go over their child's progress, goals, NYSESLAT/NYSITELL results, state exam scores, and anecdotes by both the content teachers and the ENL teacher in relation to their status as an ELL. The Guidance Counselor, Idis Ortiz, who is also a certified Bilingual Education teacher, provides Spanish translation services when applicable. We identify the parents' preferred language in order to provide translation services as necessary. For non-IEP ELLs, these meetings occur during second semester, prior to the NYSESLAT exam. Prior to such meetings, there is communication from the content teachers and ENL teacher through Jupitergrades, an online gradebook/message center, and by phone during weekly dedicated time for Parent Outreach, about their child's progress and needs. Parents are also updated by mail and receive most of this information in letters that are translated to their home language.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Records are maintained by the ENL Coordinator, on SESIS for ELLs with IEPs and for non-IEP ELLs, records are stored in the ENL Binder in the main office. Ms. Ortiz, the Guidance Counselor, certified in Bilingual Education, participates in these meetings to offer translation services when possible. If Spanish is not the preferred language, we obtain a translator in-house or through the DOE. In the past, parents have often obtained translators on their own in preparation for such meetings.

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

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

5. How do you evaluate the needs of the parents?

We use school survey results, communication between parents and the Parent Coordinator, PA meeting feedback, and other events to determine the support needed by our parents. We target our events toward these needs and the needs of our students. Due to this process, we now offer more workshops about graduation requirements and the college admissions process. Spanish, French or Chinese translation is available in the school. For all other languages, DOE translation is available.

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

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

Jupitergrades in order to be aware of their 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.

D. Additional Information

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

Paste response here:

School Name: **Civic Leadership Academy**

School DBN: **24Q293**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|-------------------------------|---|-----------|-----------------|
| Phuong Nguyen | Principal | | 10/29/15 |
| Amanda Hunter | Assistant Principal | | 10/29/15 |
| Janneth Cali | Parent Coordinator | | 10/29/15 |
| Gabrielle Kaplan | ENL/Bilingual Teacher | | 10/29/15 |
| | Parent | | 10/29/15 |
| Joanna LoBrutto/ELA | Teacher/Subject Area | | 10/29/15 |
| Penny Yilmaz/ Speech and SPED | Teacher/Subject Area | | 10/29/15 |
| | Coach | | 10/29/15 |
| | Coach | | 10/29/15 |
| Idis Ortiz | School Counselor | | 10/29/15 |
| | Superintendent | | 10/29/15 |
| | Borough Field Support Center Staff Member | | 10/29/15 |
| Dale Burcalow/ELA | Other _____ | | 10/29/15 |
| | Other _____ | | 10/29/15 |
| | Other _____ | | 10/29/15 |

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: #INGEST ERROR! **School Name: Civic Leadership Academy**
Superintendent: Juan Mendez

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

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 ATS reports, Adult Preferred Language (RAPL) and the School Data Summary Report for Home Language (RSDS), 59% of our parents need Spanish translation in both written and oral form, 2% require translations in Bengali, and 1% or less require translations in Arabic, Philipino, Punjabi, Nepali, Chinese, Hindi, and others.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Based on reports from ATS (School Data Summary Report for Home Language, Adult Preferred Language Report), the parents' preferred languages for both written and oral communication are:

| Language | Number |
|----------|--------|
| Spanish | 275 |
| English | 145 |
| Bengali | 10 |
| Arabic | 5 |

| | | |
|-----------------------|---|---|
| Philipino | 4 | |
| Punjabi | 4 | |
| Nepali | | 3 |
| Chinese/Any | 2 | |
| Hindi | 2 | |
| Portugese | 2 | |
| Tibetan | 2 | |
| Urdu | 2 | |
| Ukrainian | 2 | |
| Cham | 1 | |
| Czech | 1 | |
| French-Haitian Creole | | 1 |
| Indonesian | 1 | |
| Serbo-Croatian | | 1 |
| Turkish | 1 | |
| Vietnamese | 1 | |

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

School-based documents that require translation and distributed to families every year are: student handbooks, academic calendars, after-school program information, NYS testing dates, course syllabi, welcome letter from administration, information about the Parent Association and parent workshops. All of these documents are distributed at the beginning of the year in a Back to School Folder that every student is given.

Throughout the year, letters from administration and school trip forms are translated and distributed as needed.

Standard DOE documents that are distributed every year include: Military Opt Out Letter, Condom Distribution Letter, Student Discipline Code, Antibullying materials, and letters regarding the Health curriculum. These documents and their translations are either distributed to the students or mailed to their home at the beginning of the school year, or in the case of the Health curriculum, when students are programmed for that class.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

The formal face-to-face meetings that are held each year are:
Meet the Teacher Night - 9/30/15
Parents-Teachers Conferences - 11/19/15, 11/20/15, 3/10/15, 3/11/15
Promotion Conferences - 5/10/15
Parent Association Meetings - 3rd Tuesday of each month

However, throughout the year, we have multiple informal meetings with parents to discuss academic, behavioral and other issues that students may have. For example, meetings can be arranged by the Dean, guidance counselors, teachers, administrators, and Parent Coordinator. Since the majority of our students come from Spanish-speaking homes, we always have a staff member available who can translate if necessary. If the need is for a different language, we have the capacity to offer a translator for most of the languages that our parents speak.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Several staff members are available to provide written and oral translations in Spanish, including the Parent Coordinator, Guidance Counselor, School Business Manager, and bilingual paraprofessional. We also have access to our partner's, Child Center of NY, personnel for translation purposes. Any document generated by the DOE is printed in English and Spanish, and other languages where needed. In addition, the Translation and Interpretation Unit has sample letters that address common events like holidays and Parents-Teachers Conferences that can be used to communicate with parents. If there is a formal special education meeting with parents and they speak a language that we cannot translate, we hire a DOE-approved outside vendor.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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 one bilingual paraprofessional who is a fluent Spanish speaker, 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. If none of these resources are available, we will use the services of the over-the-phone interpreters via the Translation and Interpretation Unit or DOE- approved outside contractor for translation services. For special education students, we will use DOE-approved outside contractors during evaluations for languages we cannot translate.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

We have identified some key staff members who are our official translators, and who are also trained to use other translation services like the over-the-phone interpretation service. They are responsible for providing training to staff members to use these services. The Translation and Interpretation Brochure is distributed to every staff member, and a reminder email is sent to the entire staff before Parents-Teachers Conferences with the contact information for the over-the-phone interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

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.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

We communicate regularly with our parents, either through direct outreach and/or parent meetings like the Parent Association meetings. We use their questions and concerns as a source of feedback for the services we provide and encourage them to share their concerns and questions through different venues, like meetings with the Parent Coordinator or other staff members. We also administer the NYCDOE parent surveys each year and use this data to inform decisions regarding parent programs and student supports. In addition, we schedule focus groups of parents, inclusive of all cultures and

languages that are represented in the school, to gather feedback and best practices on how best to meet their needs and the support that they want.