



**HIGH SCHOOL FOR EXCELLENCE AND INNOVATION**

**2010- 2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 06M423**  
**ADDRESS: 650 ACADEMY STREET**  
**TELEPHONE: 212 - 569-1022**  
**FAX: 212 - 569- 1190**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 06M423      **SCHOOL NAME:** HS for Excellence and Innovation

**SCHOOL ADDRESS:** 650 Academy Street New York, New York 10034

**SCHOOL TELEPHONE:** 212-569- 1022      **FAX:** 212-569 - 1190

**SCHOOL CONTACT PERSON:** Tyona Washington      **EMAIL ADDRESS:** twashington@schools.nyc.gov

<b><u>POSITION/TITLE</u></b>	<b><u>PRINT/TYPE NAME</u></b>
<b>SCHOOL LEADERSHIP TEAM CHAIRPERSON:</b>	<u>Charles Ivy</u>
<b>PRINCIPAL:</b>	<u>Tyona Washington</u>
<b>UFT CHAPTER LEADER:</b>	<u>Charles Ivy</u>
<b>PARENTS' ASSOCIATION PRESIDENT:</b>	<u>Minerva Serrano</u>
<b>STUDENT REPRESENTATIVE:</b> <i>(Required for high schools)</i>	<u>Christopher Cordero</u>

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 06      **SSO NAME:** Children's First Network 603

**SSO NETWORK LEADER:** Richard Cintron

**SUPERINTENDENT:** Geri Taylor -Brown

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE**

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
<b>Tyona Washington</b>	*Principal or Designee	
<b>Charles Ivy</b>	*UFT Chapter Chairperson or Designee	
<b>Minerva Serrano</b>	*PA/PTA President or Designated Co-President	
<b>Marie Thompson</b>	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
<b>Maria Espaillat</b>	DC 37 Representative, if applicable	
<b>Christopher Cordero</b> <b>Gustavo Baez</b>	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
<b>Maria Lopez</b>	CBO Representative, if applicable	
<b>Lydia Rodriguez</b>	Member/	
<b>Miguelanea Pena</b>	Member/	
<b>Antonia Pichardo</b>	Member/	
<b>Daisy Aaron</b>	Member/	
<b>Jacqueline Durant</b>	Member/	
<b>Nancy Mercedes</b>	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The Office of Multiple Pathways to Graduation (OMPG) created a new recuperative model, called the Accelerated Achievement Model (AAM), designed to serve over-age eighth graders who are two years behind in school and entering ninth grade for the first time. The High School for Excellence and Innovation (HSEI) is the first school of its kind in the New York City Public School System. Unlike traditional transfer schools that accept students who are behind one or more years in high school, HSEI targets over-age students in 8<sup>th</sup> grade, in order to provide individualized support from the beginning of their high school experience. Here, students who are off-track before high school can catch up and earn their diploma.

Our vision is to develop a school community that values student voice, meets the individual academic and social/emotional needs of every student, and provides a wealth of opportunities for students to discover personal meaning and a sense of purpose in their work. We aim to engage students in learning by providing relevant, authentic instruction that infuses technology and literacy across the curriculum which helps students develop the competencies necessary for success in the 21<sup>st</sup> century. Our school is a rigorous community learning setting that provides personalized academic and social supports to address the unique needs of each student.

At HSEI students are encouraged and supported to graduate in four years with academic interventions and positive youth development structures embedded in every student's program. Additional supports will be made available to help the most struggling students graduate in five years so that all students who graduate can transition to college and post-secondary training successfully.

The Children's Aid Society (CAS) is the school's lead partner Under its *Community Schools* approach, CAS creates partnerships between stakeholders to coordinate strategies to help students achieve academically and socially.

High School for Excellence and Innovation ("HSEI") provides the following:

- Small, Safe and Supportive Environment: We value every member of our community and promote a culture of respect and diversity.
- Personalized Academic Support: Our school provides personalized instruction designed to meet the individual needs of each student.

- Coherent Professional Development: Professional development is an integral part of common meetings, Faculty and Subject Area team meetings. At our school we recognize the importance of building professional learning communities to increase student success.
- Coherent Instructional practices: Our instructional model for teaching and learning integrates the best educational research and practices into a coherent framework. High impact cognitive skills are taught through effective instructional practices to drive content acquisition.
- Focus on 21st Century Competencies: We provide relevant and engaging coursework, technology across the curriculum, preparation for college and careers. Our goal is to help students develop the skills they need to be successful in the 21st century world of work, study and citizenship.
- Parent Involvement and Family Engagement: We work closely with all parents and guardians in an open-door environment. Parents and guardians are welcome to visit the school and encouraged to attend community meetings, celebrations and one-on-one conferences with staff.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	High School for Excellence and Innovation				
<b>District:</b>	06	<b>DBN #:</b>	6M423	<b>School BEDS Code #:</b>	310600011423

**NEW SCHOOL- N/A**

DEMOGRAPHICS									
<b>Grades Served in 2008-09:</b>	<input type="checkbox"/> Pre-K	<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 type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended</b>					
(As of October 31)	81	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09	
Pre-K									
Kindergarten									
Grade 1									
<b>Student Stability: % of Enrollment</b>									
Grade 2					(As of June 30)	2006-07	2007-08	2008-09	
Grade 3									
Grade 4									
Grade 5									
<b>Poverty Rate: % of Enrollment</b>									
Grade 6					(As of October 31)	2007-08	2008-09	2009-10	
Grade 7									
Grade 8									
Grade 9	66				<b>Students in Temporary Housing: Total Number</b>				
Grade 10	68				(As of June 30)	2007-08	2008-09	2009-10	
Grade 11									
Grade 12									
Ungraded					<b>Recent Immigrants: Total Number</b>				
					(As of October 31)	2007-08	2008-09	2009-10	
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2006-07	2007-08	2008-09						
Number in Self-Contained Classes				(As of June 30)	2007-08	2008-09	2009-10		
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b>				
(As of October 31)				(As of October 31)	2007-08	2008-09	2009-10	
2007-08	2008-09	2009-10		CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>				
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals				
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals				
				<b>Teacher Qualifications:</b>				
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10	
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
<b>Male</b>								
<b>Female</b>								

2009-09 TITLE I STATUS				
<input type="checkbox"/> Title I School wide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
<b>Years the School Received Title I Part A Funding:</b>	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
<b>SURR School: Yes</b> <input type="checkbox"/> <b>No</b> <input type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			

### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Individual Subject/Area Ratings	Elementary/Middle Level		Secondary Level	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	Elementary/Middle Level			Secondary Level		
	ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>						
<b>Ethnicity</b>						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
<b>Other Groups</b>						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
<b>Student groups making AYP in each subject</b>						

#### Key: AYP Status

√	Made AYP		Did Not Make AYP		Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
  - What have been the greatest accomplishments over the last couple of years?
  - What are the most significant aids or barriers to the school's continuous improvement?
- 

High School for Excellence and Innovation is a rigorous high school setting that provides personalized academic and social supports to address the unique needs of each student. Every student is at least two years behind their peers. Our student body includes 43% special education students, and 18% English Language Learners. Diagnostic assessments and regular benchmarks will be used to evaluate the academic and social skills of each student. Ongoing data collection and analysis will inform the design of differentiated classroom instruction as well as targeted academic interventions and social supports tailored to meet the needs of each student.

We are gathering and analyzing qualitative and quantitative data to identify strengths and weaknesses to create action plans to drive instructional practices. We are using multiple data sources, such as last year's New York state exam results, Acuity assessments, school based assessments, benchmark assessments, reading diagnostics and behavioral surveys administered at the beginning of the school year, as well as assessments of in-class and homework assignments. From this data, we will identify student individual and collective needs. Students will co-jointly set goals and monitor their progress, under the tutelage of an Advocate Advisor.

### **Performance Trends:**

Based on last year's eighth grade New York State exam findings, our performance trends indicate the following: 80% of our students scored at levels 1 & 2 in English Language Arts and 60% of our students scored at levels 1 & 2 in Math.

School based ELA Assessment Data:

Gates-MacGinitie Reading Test. This test is a useful tool for teachers to identify reading achievement levels of individual students. Students are tested in vocabulary and comprehension. Test results were able to provide us with baseline data. -- 5% of the students scored within the second and third grade level, 41 % of our students scored within the fourth and fifth grade level, 40% scored within the sixth and seventh grade level and the remaining 14% of our students scored beyond the seventh grade level.

## School based Math Assessment Data:

The “Looking Back Automaticity Pre-Assessment” exam to determine students’ strengths and weaknesses in concepts taught in previous years reveal four students scored between 59% and 83%. The remaining students scored lower than 54%. Data shows that most of the correct responses come from test items which contained number sense and literal/lower level thinking questions.

Critical thinking and analysis were identified categories of improvement in both ELA and Math results. HSEI believes if students are exposed to higher order questioning and thinking skills, high impact literacy and learning strategies such as inference, prediction and visualization; higher order thinking and can utilize these strategies, then they will be well prepared to master college level work upon graduation.

## **Challenges/ Barriers to Continuous Improvement:**

### Overage new school model

New model High school with a distinct admissions criterion of accepting students who are at least two years behind entering high school. As a school community, we are faced with finding ways of reaching every student. Whereby, s/he will develop the necessary skills to succeed in high school. Behavioral and/or academic challenges may hinder a student’s progress. However, we look forward to sustaining support from within and outside resources to ensure the success of every student at HSEI.

### Teacher and Staff support

Our purposeful instructional model and youth development approach must be implemented coherently and reflected upon for continuous student improvement. Teacher and staff support must be continuous and sustainable. As HSEI grows we are finding ways through peer teacher support. Teachers are receiving training on the Common Core State Standards. Trained teachers will turnkey and teachers will apply them to their curriculum maps, units and daily lessons.

### Professional Learning Community

Constant and purposeful professional development must be maintained. Teacher time and resources must be managed in order to maintain the mission and vision of our school.

### Scheduling

Double blocks of English Language Arts and Mathematics are needed for students to receive deep targeted intervention. As we grow, we will have to make decisions regarding staffing and program design to continue to meet the needs of our students. We have decided to provide double block classes in Science and Social Studies whereby allowing for more time on task in the core content areas.

### Attendance Trends

Overage population has historically been disengaged with school. Thereby, some lag behind their peers in attending school on a regular basis. 10% of our students had approximately 19% to 55% attendance last year. Our robust attendance outreach efforts and a focus on student and family engagement have proven to be successful.

## **Accomplishments:**

In our very short existence, we have accomplished the following...

- Shaping a culture of respect and school pride- very low number of incidents.
- Strong parent involvement as evidenced by high parent participation at school meetings and special events.
- Every student has a primary person s/he can turn to for help.
- Students are engaged in school as evidenced by an 84% attendance rate to date.
- Teacher teams meet on a weekly basis and are supported by experts in the field of effective planning and implementation of effective teaching strategies.
- Every student is receiving individualized and small group instruction in one or more reading and writing intervention programs- ACHIEVE 3000, JUST WORDS, REWARDS.
- Students receive tri-weekly benchmark assessments and progress reports.
- Individual academic and behavioral plans are created for student and teacher reflection and progress monitoring.
- Students take ownership of their learning environment as evidenced during weekly Town hall meetings, class projects, afterschool clubs, student council, and student exhibitions.
- HSEI's attendance rate was 85-86% for the year, placing it among the top of transfer schools, but representing a small improvement for its students over the previous year.
- Most students passed all of their high school classes, earning 11 credits. Less than one-quarter of the student population passed fewer than three-quarters of their classes.

## **AIDS to School Improvement:**

### Growth in Literacy Skills

Students made significant progress in vocabulary, reading comprehension, and reading fluency over the course of the year. The percentage of students below fifth-grade level dropped and the percentage at high school level increased in every area.

Of the three types of ELA skills assessed—vocabulary, reading comprehension, and reading fluency—the school had the most success in improving students' reading fluency.

In the area of reading comprehension, there were noticeable differences by subgroup of student, with students who do not have IEP's showing better progress than their peers, and students who nonnative English speakers are showing better progress than their peers.

### Parent and Student Satisfaction

- Parent and student satisfaction with the school place it among the top among all 444 high schools and secondary schools in the City. Parents and students were especially satisfied with the welcoming, supportive, and inspiring environment created by teachers, counselors, and other school staff.
- The only areas of moderate student dissatisfaction appear to be with the variety and level of rigor in learning, and possibly with the way students treat one

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

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### **Goal 1:**

By the end of 2009-2010 school year, 100% of teachers will administer triweekly assessments to improve teacher practice and student achievement as measured by seventy percent of 9<sup>th</sup> grade students earning eight credits toward graduation and seventy percent of 10<sup>th</sup> grade students earning 16 credits toward graduation.

### **Goal 2:**

By the end of the 2010-2011 school year, our bottom third students will improve one grade level in reading as measured by the Gates MacGinitie diagnostic exam resulting in improved reading comprehension skills needed to understand, interpret and analyze text.

### **Goal 3:**

By the end of the 2009-2010 school year, student achievement in Math will improve by 3% as measured by teacher generated assessments and pass rate on the scholarship report.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** All Subject Areas, Guidance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 1:</b> By the end of 2009-2010 school year, 100% of teachers will administer triweekly assessments to improve teacher practice and student achievement as measured by seventy percent of 9<sup>th</sup> grade students earning eight credits toward graduation and seventy percent of 10<sup>th</sup> grade students earning 16 credits toward graduation.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>The school will implement the following:</p> <ul style="list-style-type: none"> <li>• Identify a target skill and strategy using information from formative and summative assessments, along with classroom work and various forms of student data.</li> <li>• Develop and implement differentiated instructional strategies on an ongoing basis in response to data analysis.</li> <li>• Set monthly targets for all target population students and make necessary adjustments to improve outcomes.</li> <li>• Receive training and support in the use of best teaching practices and accountability tools</li> <li>• Disseminate knowledge to staff about the concepts, self-study, observations, data, and progress of targeted populations</li> <li>• Use of Network’s Knowledge Management Content Specialists and Data Tools in guiding curriculum and instructional reform to analyze data for personalized instruction.</li> <li>• Use of technology integration across the content areas</li> </ul> <p>Responsible Staff: Principal, Classroom teachers, coaches/paraprofessionals/CBO</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Strategic aligning of resources before, during and after school team meetings and professional development: TL Children First Funding, TL Children First Inquiry Teams, TL Data Specialist, TL Children First LSO support, TL Next Generation 21<sup>st</sup> Century.</p> <ul style="list-style-type: none"> <li>• Funds allocated to hire additional teachers and part time coaches in content areas and youth development to enhance instructional practices.</li> <li>• Teachers and coaches will meet weekly to plan lessons, assess student progress, evaluate instructional strategies, and develop strategic approaches to meeting the needs of students.</li> <li>• Schedule funds for Saturday and PM school will allow students targeted instructional support</li> <li>• Provide additional periods of ELA and Math for every student</li> <li>• Staff will conduct case conference for identified students</li> <li>• Students will receive one to one consultation regarding progress and goal setting at least three times during the school year</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress and/or Accomplishment:</p> <ul style="list-style-type: none"> <li>• Tri-weekly benchmark exams</li> <li>• Regularly scheduled meetings with the Inquiry Team members, regularly scheduled reports to staff, classroom visits, analysis of assessments and assigned tasks and responsibilities as evidenced by agendas, observation reports, logs, and journals.</li> <li>• Analysis of student work</li> <li>• Analysis and Assessment of Student Report/Progress data within each marking period.</li> <li>• Accumulation of credits by targeted population.</li> <li>• Daily, monthly analysis of student attendance</li> </ul>

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** All Subject Area Teachers, Guidance

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 2:</b> By the end of the 2010-2011 school year, our bottom third students will improve one grade level in reading as measured by the Gates MacGinitie diagnostic exam resulting in improved reading comprehension skills needed to understand, interpret and analyze text.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Actions/strategies/activities the school will implement to accomplish the goal; target population(s):</p> <ul style="list-style-type: none"> <li>• Informal and formal classroom observations</li> <li>• Grade and content area weekly meetings- focused and coherent professional development</li> <li>• Establishment of a school wide assessment system / student progress will be measured using tri-weekly benchmarks assessments</li> <li>• Lesson plans</li> <li>• data coordinator and web tool developer to record data</li> <li>• Analysis of benchmark assessments and interim assessments</li> <li>• Implementation of the Framework for Effective Instruction (FEI)</li> <li>• Goal setting and reflection by student and Advocate Advisor at the end of every trimester</li> </ul> <p>Responsible Staff: Principal, Classroom teachers, coaches/paraprofessionals/CBO</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Strategic aligning of resources before, during and after school team meetings and professional development: TL Children First Funding, TL Children First Inquiry Teams, TL Data Specialist, TL Children First LSO support, TL Next Generation 21<sup>st</sup> Century, Title I Targeted Assistance.</p> <ul style="list-style-type: none"> <li>• Funds allocated to hire additional teachers and part time coaches in content areas and youth development to enhance instructional practices.</li> </ul>

**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

Indicators of Interim Progress and/or Accomplishment:

- Tri-weekly benchmark assessments/Teacher generated exams
- Monthly conferences with students focused on
  - Goal setting
  - Progress monitoring
  - Performance Indicators
- Monitor
  - Grades on tests, quizzes, projects, homework, notebooks, and other assignments
  - Class participation and low inference observations.
- Progress Report card grades
- Review of Scholarship Report
- Attendance & participation in supplementary programs
- ACUITY/ITA



	<ul style="list-style-type: none"> <li>• Daily home contact of absent students</li> <li>• Home visits on a weekly basis by attendance teacher</li> <li>• Staff home contact logs maintained</li> <li>• Parent coordinator outreach</li> </ul> <p>Children’s Aid Society will:</p> <ul style="list-style-type: none"> <li>○ work closely with the school, specifically the guidance counselor, parent coordinator and teachers to ensure attendance coordination and integration.</li> <li>○ conduct extensive outreach efforts via mail, letters, phone calls and home visits and track attendance for every student in the cohort.</li> </ul> <p>Responsible Staff: Principal, Classroom teachers, coaches/paraprofessionals/CBO</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Strategic aligning of resources before, during and after school team meetings and professional development: TL Children First Funding, TL Children First Inquiry Teams, TL Data Specialist, TL Children First LSO support, TL Next Generation 21<sup>st</sup> Century, TL Parent Coordinator HS.</p> <ul style="list-style-type: none"> <li>• Funds allocated to hire additional teachers and part time coaches in content areas and youth development to enhance instructional practices.</li> <li>• Double block ELA and Math periods</li> <li>• Common planning time for vertical and horizontal professional development embedded during the school day.</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Indicators of Interim Progress and/or Accomplishment:</p> <ul style="list-style-type: none"> <li>• Benchmark Assessment Data</li> <li>• Classroom Observations</li> <li>• Differentiated instruction</li> <li>• Daily/ Weekly Classroom Activities &amp; Assessments</li> <li>• Student Work (writing portfolios, journal entries, etc.)</li> <li>• Attendance School wide interventions <ul style="list-style-type: none"> <li>a) Weekly attendance committee agendas and minutes</li> <li>b) Review of weekly ATS attendance data</li> <li>c) Monthly attendance celebrations</li> <li>d) Closing of 407s in a timely manner</li> </ul> </li> </ul>

## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS**

Math 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	33	33	20	20	25	6	15	15
10	34	34	20	20	25	4	10	10
11								
12								

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b> <b>Achieve 3000, Just Words, Making Connections</b></p>	<p>All 9<sup>th</sup> and 10<sup>th</sup> grade students are provided an additional five- 55 minutes of English Language Arts intervention instruction built into the daily program. Saturday &amp; after school tutoring sessions are offered to all students. Identified students receive Wilson, Just Words, and/or REWARDS reading support in pull out small groups during the day.</p>
<p><b>Mathematics:</b></p>	<p>All students are provided with an additional five- 55 minutes of math instruction built into the daily program. Saturday &amp; after school Math tutoring sessions are offered to all students. Every HSEI student will demonstrate mathematical competency in order to gain credit, move to the next grade level, and ultimately graduate. The competencies include <i>Automaticity</i> of basic math skills essential for high school mathematics success, <i>Essential Learning</i> of the key concepts, skills and problem-solving of each math course, <i>Writing</i> of mathematics thinking and reasoning, and <i>Oral Presentation</i> of mathematics thinking and reasoning. Our approach is to leverage the competency system for diagnosis, thereby capturing aligned pre- and post-assessment data.</p>
<p><b>Science:</b></p>	<p>Targeted 9<sup>th</sup> and 10<sup>th</sup> grade students will receive AIS after school in science content, skills and vocabulary.</p>
<p><b>Social Studies:</b></p>	<p>After school &amp; Saturday sessions provide curriculum &amp; class work review in small groups for all students.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Provide individual and group counseling on a daily or weekly basis for one period to address academic concerns, promotion-in-doubt, family issues which appear as impediments to academic success, academic needs through organizational skills, one-on-one counseling, parent meetings, teacher conferences, discussions of goals, transcripts, progress, college and post secondary goal setting, graduation-in-doubt issues. Support sessions provided to holdovers and students in danger of not passing courses. Every student receives guidance and small group support through daily advisory classes facilitated by their Advocate Counselors.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	Provide individual and group counseling on an as needed basis for one period to address individual and family social emotional concerns.
<b>At-risk Services Provided by the Social Worker:</b>	Students are provided with one-to-one counseling, small group counseling, and study skills, time management training as needed. Most services are provided during the school day, but also occasionally after school, for students who are facing emotional difficulties which are interfering with their school work, students who are dealing with adjustment issues, both at home and at school, students in academic jeopardy are referred by teachers or students seek out counselors
<b>At-risk Health-related Services:</b>	Visiting vision and hearing doctors provided by Children's Aid Society Speech Related Services Occupational Therapy Physical Therapy

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school's current year (2010-2011) LAP narrative to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Form TIII – A (1)(a)**

**Grade Level(s)**    9 & 10    **Number of Students to be Served:**    29    **LEP**                **Non-LEP**

**Number of Teachers**    1    **Other Staff (Specify)**    10

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**School Building Instructional Program/Professional Development Overview**

**Title III, Part A LEP Program**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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As per the English Language Learner Identification results, 29 of our students are ELLs., ten students have received 4-6 years of service and eighteen students received over 6 years of service. One ELL student who have reached proficient levels will continue to receive transitional services for one or two years according to the year of eligibility. Thirteen ELL students are special education students Twenty eight ELL students home language is Spanish. One student's home language is Arabic.

High School for Excellence and Innovation has 12 teachers who serve ELL students without certification. However, every teacher incorporates high quality instructional strategies in their daily instructional practices. HSEI looks forward to hiring a licensed ELL teacher. In addition, every teacher received 30 hours of Quality Teaching for English Language Learners (QTEL) training from our Children's First Network (CFN) - teachers learn how to scaffold instruction for ELLs with grade-appropriate rigorous texts within a variety of genres.

### Overall Student NYSESLAT Proficiency Results:

- 2 Beginning -540 minutes of ELL instructions
- 13 Intermediate - 360 minutes of ELL instruction
- 12 Advanced - 180 minutes of ELL instruction &180 minutes of ELA

### NYSESLAT Modality Analysis Results:

#### Listening/Speaking:

- 11 Advanced
- 14 Proficient
- 2 Intermediate

#### Reading/Writing:

- 2 Beginning
- 13 Intermediate
- 11 Advanced
- 1 Proficient

The above overall results reveal attention must be given in the areas of reading and writing. Therefore, our ESL support is provided in all content areas. Students are double blocked in ELA and Mathematics. All teachers are incorporating the key elements of the Sheltered Instruction Observation Protocol (SIOP) program. The SIOP model consists of eight interrelated component: Lesson Preparation, Building Background, Comprehensible Output, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Every lesson addresses the academic and Linguistic needs of English Language Learners

Other strategies to be emphasized in order to improve the language of ELLs are:

- Building background knowledge
- Integration of children's native language and cultural use of vocabulary as integrated into the content areas of literacy, mathematics, social studies, physical education, technology, etc.
- Use of manipulatives will facilitate concrete experiences
- Accountable Talk –support language development such as asking open-ended questions which require new or extended responses.
- The use of metacognitive strategies

Collaborative Planning

- The ESL teacher will consult and network with ELL support from our coaches and CFN to plan instruction for ESL students and to monitor their progress in a general and/or special education classroom. In addition, we will include an extensive staff development for all teachers who teach ELLs.
- The development of appropriate content area vocabulary and comprehension skills training through coaching support and workshops.
- Reading and Writing workshop – ESL students are going to have opportunities to develop appropriate reading and writing skills.

#### ELL support for Long Term ELLs

After reviewing and analyzing the data from all assessments taken by ESL students, we concluded that ESL students at HSEI will receive small group instruction in order to improve academic vocabulary and literacy skills. ESL program follows the Framework for Effective Instruction (FEI) model focusing on high impact literacy skills in the content areas. Skills include- Higher Order Thinking skills (Bloom’s Taxonomy), Literacy strategies- questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing. Students will be given visual aids and digital resources to support their learning. Teachers will scaffold academic language and vocabulary to support student participation in class.

#### Transitional Plan for Students Reaching Proficiency

1 students who have exited the ESL program will be monitored formally for at least two full school years. The ESL teacher in cooperation with the General and/or Special Education teacher will be responsible for providing transitional services for these identified students. Monitoring will consist of a tri-weekly assessment of student performance on benchmark exams: report card grades, tests scores, student performance, teacher observation, and progress in meeting New York State Academic Standards in all areas.

The above overall results reveal attention must be given in the areas of reading and writing. Therefore, our ESL support is provided in all content areas. Students are double blocked in ELA and Mathematics. All teachers are incorporating the key elements of the Sheltered Instruction Observation Protocol (SIOP) program. The SIOP model consists of eight interrelated component: Lesson Preparation, Building Background, Comprehensible Output, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Every lesson addresses the academic and Linguistic needs of English Language Learners

An ELL support specialist from the Children’s First Network meets regularly with the principal and teachers to guide us as a new school in scaffolding support for our English Language Learners. She has assisted us with coordinating professional development in QTEL strategies for all

teachers. All information regarding ELLs including modifications they are entitled to for testing have been shared. The data analysis provides information to administrators and staff to drive instruction. ATS and HSST reports are provided. In addition, academic patterns are identified and action plans are created, reflected upon and revised to meet the individual needs of our students.

Every teacher receives weekly professional support in differentiating instruction, vocabulary development, and other instructional techniques. Study groups are working on implementing more effective co-teaching strategies, including differentiation of activities, using graphic organizers, note taking, etc. There is Literacy across the Content Areas (LAC) school-wide initiative that trains teachers of all subject areas to integrate the following learning strategies into their lessons, curricula, and assessments:

high-impact literacy strategies questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing- to increase students' capacity to read challenging texts.  
sophisticated metacognitive capacities allow students to plan how to tackle challenging academic tasks, monitor their progress, make decisions about which strategy to use at a particular moment, choose to change strategies if one or another is not helping them progress effectively, and reflect on their learning in order to expand the quantity and quality of the information available to them,  
higher-order thinking skills, analysis, synthesis and evaluation.

Site Visit Coaching is the center-piece of our Professional Development model, as this is where teachers, counselors and Community Based Organization (CBO) staff and Administrators receive regular, real-time feedback on their daily work. Site visit coaching includes the following activities: Working with teachers in their classrooms, meeting with teachers to discuss the work that happened in their classrooms; working with the Principal to support teachers in creating and implementing lessons, units and courses; and co-facilitating professional learning sessions with the Principal.

Multi-Site Trainings: Both LAC Projects offer a set of trainings, designed to bring together the faculties from all of the participating schools. The trainings provide teachers with the opportunity to meet and work with subject-area colleagues at other schools.

At enrollement a trained school staff member meets with parents to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey. (HLIS) The LAB-R tests is administered. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Students who score below proficiency on the LAB-R become eligible for state mandated service for ELLs. Schools are required to notify parents of their child's eligibility for service. In the spring each ELL is administered the NYSESLAT to determine whether or not the student continues to be eligible for service.

2. Parent Orientation Meetings are held to inform parents about the different programs for ELLs available at the school. The programs are Transitional Bilingual Education, Dual Language, and Free Standing ESL. School related information was distributed to parents in the language that they understand informing them of the Parental Options.

3. A pedagogue is assigned to mail appropriate letters to parents to inform them of their child's program eligibility.

4. HSEI offers a Freestanding ESL program. Students who score on the beginner level on the NYSESLAT will receive 540 minutes of instructions per week, as per CR-part 154. Students who score intermediate level will receive 360 minutes of instruction per week. Advanced level students will receive 180 minutes of ESL and 180 minutes of ELA instruction. ESL Teacher will use resources such as Achieve 3000, Rewards Writing and NYSESLAT test work book.

5. After reviewing the Parent Survey and Program Selection forms it has been our experience that most of our parents choose the Transitional Bilingual Education Program.

6. HSEI makes every effort to align our programs with parents selection. For those parents who chose a Bilingual program not available at our school, parents were given the option of transferring their children to a school offering a bilingual program.

All students at HSEI coursework include - ELA, math, social studies, advisory/enrichment, and physical education. All teachers' academic and linguistic instruction in all content area courses to provide support for ELLs and to enable them to better access the content through ESL methodologies as evidenced in their daily lesson plans and observations. All school data is analyzed for the whole school and by subgroups, including ELLs, to drive curricular and instructional decisions. ELLs have the same opportunities as all students to participate in after school and Saturday academies for small group tutoring and NYSESLAT preparation. Increased time-on-task periods are provided for all students.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Extracurricular activities include SRA (student representative association), yoga, sports, clubs, and service learning. The programs are open to all students, including ELLs. Instructional Program for ELLs (including brief description of program, # of classes per program, language(s) of instruction, instructional strategies, etc). Program planning and management description to include identification and placement of ESL/Bilingual certified teachers, utilization of appropriate instructional materials (English and other languages) and technology, school-based supervisory support, use of external organizations, compliance with ELL-related mandates, and use of data to improve instruction:

II. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

A Meet & Greet Night was held in August to inform parents about expectations and responsibilities, as well as promotional and graduation requirements. Articulation meetings are held at the end of each trimester to support parents in understanding our unique instructional and social supports programs. Various workshops such as ARIS Parent Link and ACUITY were conducted and will continue to be available for parents to understand their child's progress and how to best support their child. Continued Informational sessions will be held about their child's progress through regular case conferences. Social Worker, Advocate Advisors and Guidance Counselor are available to meet with parents, answer questions, and guide them through the high school educational and social-emotional experience of high school and post secondary life, challenges, setting goals, and career planning. The Parent Studies and Physical Education Technology will be arranging parent sessions specifically related to state standards and the variety of assessments which will be administered during the course of the year.

**ELL support in General Education Classes:**  
Other strategies to be emphasized in order to improve the language of ELLs are:  
• Building background knowledge  
• Integration of high level language and cultural use of vocabulary as integrated into the content areas of history, challenge, social studies, physical education, technology  
• Use of manipulatives will facilitate concrete experiences

III. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

- Accountable Talk –support language development such as asking open-ended questions which require new or extended responses.
- The use of metacognitive strategies

### **Collaborative Planning**

- The ESL teacher will consult and network with ELL support from our coaches and CFN to plan instruction for ESL students and to monitor their progress in a general and/or special education classroom. In addition, we will include an extensive staff development for all teachers who teach ELLs.
- The development of appropriate content area vocabulary and comprehension skills training through coaching support and workshops.
- Reading and Writing workshop – ESL students are going to have opportunities to develop appropriate reading and writing skills.

### **ELL support for Long Term ELLs**

After reviewing and analyzing the data from all assessments taken by ESL students, we concluded that ESL students at HSEI will receive small group instruction in order to improve academic vocabulary and literacy skills. ESL program follows the Framework for Effective Instruction (FEI) model focusing on high impact literacy skills in the content areas. Skills include- Higher Order Thinking skills (Bloom’s Taxonomy), Literacy strategies- questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing. Students will be given visual aids and digital resources to support their learning. Teachers will scaffold academic language and vocabulary to support student participation in class.

### **Transitional Plan for Students Reaching Proficiency**

Seven students who have exited the ESL program will be monitored formally for at least two full school years. The ESL teacher in cooperation with the General and/or Special Education teacher will be responsible for providing transitional services for these identified students. Monitoring will consist of a tri-weekly assessment of student performance on benchmark exams: report card grades, tests scores, student performance, teacher observation, and progress in meeting New York State Academic Standards in all areas.

A. Curricular: Briefly describe the school’s literacy, mathematics and other content area programs and explain ELLs’ participation in those programs. Briefly describe supplemental programs for ELLs (i.e., AIS, Saturday Academies).

All students at HSEI coursework include - ELA, math, social studies, advisory/enrichment, and physical education. All teachers’ academic and linguistic instruction in all content area courses to provide support for ELLs and to enable them to better access the content through ESL

methodologies as evidenced in their daily lesson plans and observations. All school data is analyzed for the whole school and by subgroups, including ELLs, to drive curricular and instructional decisions. ELLs have the same opportunities as all students to participate in after school and Saturday academies for small group tutoring and NYSESLAT preparation. Increased time-on-task periods are provided for all students.

B. Extracurricular: Briefly describe extracurricular activities available in your school, and the extent to which ELLs participate.

Extracurricular activities include SRA (student representative association), yoga, sports, clubs, and service learning. The programs are open to all students, including ELLs.

I. Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

A Meet & Greet Night was held in August to inform parents about expectations and responsibilities, as well as promotional and graduation requirements. Articulation meetings are held at the end of each trimester to support parents in understanding our unique instructional and social supports programs. Various workshops such as ARIS Parent Link and ACUITY were conducted and will continue to be available for parents to understand their child's progress and how to best support their child. Continued Informational sessions will be held about their child's progress through regular case conferencing. Social Worker, Advocate Advisors and Guidance Counselor are available to meet with parents, answer questions, and guide them through the high school educational and social emotional experience of high school and post secondary high school goal setting. The Parent Coordinator and Community Assistant will be arranging parent sessions specifically related to state standards and the variety of assessments which will be administered during the course of the year.

II. Project Jump Start: Describe the programs and activities to assist newly enrolled ELL/LEP students prior to the first day of school.

**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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An ELL support specialist from the Children's First Network meets regularly with the principal and teachers to guide us as a new school in scaffolding support for our English Language Learners. She has assisted us with coordinating professional development in QTEL strategies for all teachers. All information regarding ELLs including modifications they are entitled to for testing have been shared. The data analysis

provides information to administrators and staff to drive instruction. ATS and HSST reports are provided. In addition, academic patterns are identified and action plans are created, reflected upon and revised to meet the individual needs of our students.

Every teacher receives weekly professional support in differentiating instruction, vocabulary development, and other instructional techniques. Study groups are working on implementing more effective co-teaching strategies, including differentiation of activities, using graphic organizers, note taking, etc. There is Literacy across the Content Areas (LAC) school-wide initiative that trains teachers of all subject areas to integrate the following learning strategies into their lessons, curricula, and assessments:

high-impact literacy strategies questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing-to increase students' capacity to read challenging texts.

sophisticated metacognitive capacities allow students to plan how to tackle challenging academic tasks, monitor their progress, make decisions about which strategy to use at a particular moment, choose to change strategies if one or another is not helping them progress effectively, and reflect on their learning in order to expand the quantity and quality of the information available to them,

higher-order thinking skills, analysis, synthesis and evaluation.

**Site Visit Coaching** is the center-piece of our Professional Development model, as this is where teachers, counselors and Community Based Organization (CBO) staff and Administrators receive regular, real-time feedback on their daily work. Site visit coaching includes the following activities: Working with teachers in their classrooms, meeting with teachers to discuss the work that happened in their classrooms; working with the Principal to support teachers in creating and implementing lessons, units and courses; and co-facilitating professional learning sessions with the Principal.

**Multi-Site Trainings:** Both LAC Projects offer a set of trainings, designed to bring together the faculties from all of the participating schools. The trainings provide teachers with the opportunity to meet and work with subject-area colleagues at other schools.

**Form TIII – A (1)(b)**

School: High School for Excellence and Innovation  
 Title III LEP Program  
 School Building Budget Summary

BEDS Code: 310600011423

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)  \$0	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>  <b>50 hours of per session for All Teachers to support ELL students:</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)  \$0	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>  <b>Consultants Lew Gittelman &amp; Grace Kelemanik work with teachers and administrators 1 day a week on development of curriculum in the FEI and CME components of effective delivery of instruction for all learners</b>

<b>Supplies and materials</b> <ul style="list-style-type: none"> <li>- Must be supplemental.</li> <li>- Additional curricula, instructional materials.</li> <li>- Must be clearly listed.</li> </ul>	(e.g., \$500)  \$0	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>  <b>AIS supplementary reading materials</b> <b>Material to support reading and writing intervention programs-</b> <b>REWARDS, WILSON, MCI</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)  \$0	<b>(Example: 2 Rosetta Stone language development software packages for after school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

#### **Part A: Needs Assessment Findings**

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

Parents are surveyed at registration, open houses for prospective students, meet & greet night, parent association meetings, through phone calls and visits to homes about language preference. The HLIS forms and the blue cards are reviewed for information regarding students' needs and home information.

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

It has been determined that translation services, both written and oral, are needed in Spanish. Non-Hispanic homes all have access to language supports.

#### **Part B: Strategies and Activities**

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

All written school communications will be translated into Spanish before being sent home. The Parent Coordinator will provide most of the written Spanish translations of letters, flyers, notices that are sent home. DOE forms will be procured from the website and sent home in other languages, as an additional support as deemed necessary.

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

In-house staff will provide oral interpretation services. Bilingual staff (Parent Coordinator, Children's Aid Staff) will make daily phone calls to students' homes for attendance purposes. In addition, a paraprofessional, and advocate advisors will be available to provide translation services for other staff and parents. Simultaneous translation services will be provided by staff at school sponsored meetings. Parent volunteers will serve as translators at Parents' Association meetings and any other meetings when school staff is not present.

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

The only language other than English used by more than 10% of the population is Spanish. The required signage will be prominently posted in the school to inform parents of their rights to translation services. The phone number for the translation unit will be available in the main office and used when necessary for visitors who don't speak any of the languages spoken by multilingual school staff.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$59,134		
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,720		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$5,913	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,599		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,957	
6. Enter the anticipated 10% set-aside for Professional Development:	\$5,953		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:       N/A
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

### 1. School Parental Involvement Policy – Attach a copy of the school's Parent Involvement Policy.

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



### Title I Parent Involvement Plan School Year 2010 – 2011

Please be advised that The High School for Excellence and Innovation (06M423) will:

1. Provide an annual meeting for parents of participating students through:
  - Parents Association monthly meetings, specifically the third Thursday of the month of September to share curriculum and program information.
2. Provide parents with an organized, on-going and timely way to become involved in the planning, review and improvement of Title I programs by:
  - Engaging them in the School Leadership Team process and meeting regularly with them to share information and plan collaboratively. (Monthly)
3. Provide parents with timely information about programs, including school performance profiles, individual student assessments, a description of the curriculum, assessment, and opportunities for parent involvement by:

- Utilizing the newly created Parents Association, the parent coordinator, and activities such as Meet & Greet Night, community informational meetings, Parent-Teacher conferences, and monthly Parents Association meetings.
  - Inviting parents to workshops organized by the parent coordinator, community assistant, CBO and counselor, school community events, informational sessions, including, but not limited to, College Information Sessions, Promotional & credit accumulation sessions.
4. Provide parents with opportunities to learn how to better support their children to improve their academic performance by:
    - Offering workshops and training sessions on literacy & math, technology, using the public library, preparing students for tests, stress management, ARIS Parent Link & etc.
  5. Provide a jointly developed school – parent compact by:
    - Working collaboratively with the new Parents Association to revise and disseminate the compact to every parent.

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.



### *School-Parent Compact for 2010-2011*

*The school and parents working cooperatively to provide for the successful education of the children agree:*

#### **The School Agrees**

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer meetings at flexible times and if funds are available, to provide transportation.
- To actively involve parents in planning, reviewing, and improving the Title I program and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent information.
- To provide high quality curriculum and instruction.
- To enhance communication between teachers and parents through:
  - Parent-teacher conferences at least annually
  - Frequent reports to parents on their children's progress
  - Reasonable access to staff
  - Observation of classroom activities

#### **The Parent/Guardian Agrees**

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in our request for technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child on schoolwork.
- To encourage child to read at least 30 minutes per day.
- To monitor his/her child's:
  - Attendance at school
  - Social & Emotional Learning progress at school
  - Homework
  - Television watching
  - Nutritional needs
  - Health record issues
  - Enforce school's dress code
- To share the responsibility for improved student achievement.
- To communicate with his/her child's teacher about the child's educational needs.

**Explanation:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services and programs. The compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2009-10 Title I Parent Involvement Guidelines available on the NYCDOE website.

### Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.
    - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - o Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.

See Above

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the School wide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Activities to ensure students who experience difficulty mastering the proficient or advanced levels of academic achievement standards will be provided with effective, timely additional assistance through:

- Teacher conferencing
- Teacher anecdotes through maintaining running records
- Ongoing student self-assessments
- The use of reader friendly rubrics that specifically states standards of proficiency
- Post-Its with comments that highlights strengths and weaknesses
- Teacher professional development opportunities
- Progress Reports
- Parent notification with AIS services available
- Peer tutoring
- Small group tutoring
- Differentiated assessments with immediate feedback
- PM, & Saturday school

2. Ensure that planning for students served under this program is incorporated into existing school planning.

All students are provided with an additional five- 55 minutes of Math and ELA instruction built into their daily program. Saturday & after school Math tutoring sessions are offered to all students. Every HSEI student will demonstrate mathematical competency in order to gain credit, move to the next grade level, and ultimately graduate. The competencies include *Automaticity* of basic math skills essential for high school mathematics success, *Essential Learning* of the key concepts, skills and problem-solving of each math course, *Writing* of mathematics thinking and reasoning, and *Oral Presentation* of mathematics thinking and reasoning. Our approach is to leverage the competency system for diagnosis, thereby capturing aligned pre- and post-assessment data.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

See Above

4. Coordinate with and support the regular educational program;

See Above

5. Provide instruction by highly qualified teachers;

#### Framework for Effective Instruction (FEI)-

Since its inception, Center for Urban Education (CUE) has worked to develop a unique, comprehensive model for teaching and learning that integrates the best educational research and practice into a coherent package.

The CUE Framework for Effective Instruction (FEI) provides both school leaders and teachers with a set of detailed guideposts to support their efforts to improve the quality of their work with young people, both within individual classrooms and across the content areas. CUE has been working with HSEI’s founders for the past nine months: first as thought-partners in the development of the instructional model, then in intensive professional development sessions with the new faculty, and now, in its’ participation in CUE’s networked professional learning community, the LAC Project.

#### Center for Mathematics Education (CME)-

A robust teacher support program has been put in place to ensure that the intended mathematics curriculum becomes the implemented and ultimately the attained curriculum. The HSEI mathematics program introduces teachers to a new set of instructional materials which requires re-conceptualizing traditional high school mathematics. They learn alternative ways that standard high school mathematics concepts are developed and understood through mathematical habits of mind. This mathematics-specific support for HSEI math teachers will be provided through a mix of ongoing professional development and on-site coaching.

The math coach is on-site every other week for two days. The math coach will support teachers in the ways:

- Lesson planning. The focus of lesson planning sessions is to build teachers’ capacity to develop high cognitive demand lessons that engage students in meaningful mathematics. A related secondary focus is to continue to develop teachers’ mathematical understanding. These sessions will make use of the student-focused high demand lesson planning protocol teachers learned about in their summer Algebraic Thinking Course. *The goal of the lesson planning sessions is for teachers to habituate this effective lesson planning approach focusing on important mathematics, student understanding and high cognitive demand.*

- Coaching a lesson. The coach will use a 3-part coaching protocol (i.e. pre-conference, lesson observation, and post-lesson debrief) that is consistent with the lesson planning protocol. The focus of the coaching protocol is the articulation mathematical goals and evidence of student understanding of those goals. The coach's role is collect agreed upon evidence of student understanding and then to situate that data "in the middle" of the post-lesson debrief, so that teacher and coach can make evidence-based decisions about student learning and the efficacy of the lesson design and delivery. *The goals of the coaching sessions are to 1) help teachers maintain a focus on student understanding and develop teachers' capacity to make evidence-based instructional decisions.*
- Doing Mathematics & Planning Upcoming Units. Teaching the CME program will mean heavy lifting for teachers. They will have to work through and understand the mathematics development of each unit before teaching it. Teachers will need to consider individual student and class needs for embedding "ramp-up" materials and automaticity development support. The coach will provide support to the teachers by working through the math with them, helping them to understand how the mathematics is developed; answer questions about connections to future units; helping maintain the pacing; strategizing about the melding of the algebra, gap filling, and automaticity development; etc. *The goals of these sessions are to provide practical support, help teachers meet the needs of every student, and develop teachers' capacity to develop thoughtful unit plans.*
- Meeting with Principal. Time will be carved out during every coaching visit to meet with the principal to discuss progress and concerns related to the implementation of the mathematics program. In addition, the coach and principal will go on learning walks to enhance effective mathematics instruction and the capacity to support mathematics teaching at HSEI.

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

See Above

7. Provide strategies to increase parental involvement

HSEI agrees to implement the following requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan to be distributed during curriculum night in the fall and revisited on a monthly basis.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including

providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.

- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
  - The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
    - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
      - that parents play an integral role in assisting their child’s learning;
      - that parents are encouraged to be actively involved in their child’s education at school;
      - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.
8. Coordinate and integrate Federal, State and local services and programs.
- Community Based Organization’s resources
  - Title I Targeted Assistance (TA)
  - Contract for Excellence
  - IDEA ARRA CTT
  - IDEA IEP Para

HSEI will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the State’s academic content and achievement standards, the State and local academic assessment including alternate assessment, the requirements of Title I, Part A., how to monitor their child’s progress, and how to work with educators. This will be accomplished as follows:

- Providing workshops on City and State content and achievement standards; individual student assessments; performance levels; School based data, ARIS Parent data; etc.
- Encouraging parents to attend monthly PA meetings where these topics can also be addressed
- Meeting with the Parent Coordinator in small group consultation
- Arranging meetings with child’s teacher during preparatory period or early morning conference to discuss child’s progress
- Attending Parent-Teacher conferences twice a year
- Inviting speakers at the regional level to speak with parents



N/A

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

*This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2010..*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>1</sup> Phase/Group (If applicable):** \_\_\_\_\_

**Part A: For All Schools Identified for Improvement**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

**Part B: For Title I Schools Identified for Improvement**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

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School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

**N/A**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM  
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

*All schools must complete this appendix.*

**Background**

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

**Directions:** All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

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**CURRICULUM AUDIT FINDINGS**

**KEY FINDING 1: CURRICULUM**

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

***1A. English Language Arts***

**Background**

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

### ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

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To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**1B. Mathematics**

**Background**

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical

content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

### **Specific Math Alignment Issues:**

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 2: INSTRUCTION**

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

## **2A – ELA Instruction**

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM<sup>3</sup>) and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K–8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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## **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

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To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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#### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS**

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable  Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION**

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs’ academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students’ time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school’s educational program.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school’s educational program?

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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**KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION**

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with

accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

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### **KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)**

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable    Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10**

*This appendix will not be required for 2009-10.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)**

## **APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

To date, there are three (3) Students in Temporary Housing

2. Please describe the services you are planning to provide to the STH population.

For students in temporary housing, our school plans to provide additional counseling and support. Advocate Advisors will schedule frequent "check- in" meetings with the students to make sure that the students are receiving all of the support and materials that they need. In addition, the social worker will meet with the student to see if the student is interested in ongoing counseling. Computers and internet access will be made available to the student if needed. The school will ensure that students always have access to our food program. Students will be provided with Metro cards for additional programming (evening and weekend events) and the school will cover all cost programs including trips. If students need supplies for school, these supplies will also be provided by the school.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	High School for Excellence and Innovation					
<b>District:</b>	6	<b>DBN:</b>	06M423	<b>School</b>		310600011423

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	
	K		4		8		12	
	1		5		9	v	Ungraded	
	2		6		10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				NR
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				97.5
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				60.0
Grade 8		0	0				97.6
Grade 9		83	66				
Grade 10		0	68				
Grade 11		0	0				5
Grade 12		0	0				
Ungraded		0	0				
<b>Total</b>		<b>83</b>	<b>134</b>				<b>0</b>

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		0	0	Principal Suspensions			8
# in Collaborative Team Teaching (CTT) Classes		20	42	Superintendent Suspensions			1
Number all others		15	15				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	CTE Program Participants			0
# in Dual Lang. Programs		0	TBD	Early College HS Program Participants			0

<b>Number of Staff - Includes all full-time staff:</b>							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only		0	TBD	Number of Teachers			8
# ELLs with IEPs		0	TBD	Number of Administrators and Other Professionals			3
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals			1

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			70	% fully licensed & permanently assigned to this school			100.0
				% more than 2 years teaching in this school			0.0
				% more than 5 years teaching anywhere			50.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			
American Indian or Alaska Native		1.2	0.7	% core classes taught by "highly qualified" teachers			100.0
Black or African American		33.7	23.9				
Hispanic or Latino		65.1	75.4				
Asian or Native Hawaiian/Other Pacific		0.0	0.0				
White		0.0	0.0				
<b>Male</b>		53.0	56.0				
<b>Female</b>		47.0	44.0				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category		
	In Good		Basic	Focused	Comprehensive
	Improvement Year 1				
	Improvement Year 2				
	Corrective Action (CA) – Year				
	Corrective Action (CA) – Year				
	Restructuring Year 1				
	Restructuring Year 2				
	Restructuring Advanced				

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>				<b>Quality Review Results – 2009-10</b>			
<b>Overall Letter Grade:</b>	NR			<b>Overall Evaluation:</b>	NR		
<b>Overall Score:</b>				<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data			
School Environment:				Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:				Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the</i>				Quality Statement 5: Monitor and Revise			
Student Progress:							
<i>(Comprises 60% of the</i>							
Additional Credit:							

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
 Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>type here</b>	District <b>06</b>	School Number <b>423</b>	School Name <b>HS for Excellence &amp;</b>
Principal <b>Tyona Washington</b>		Assistant Principal <b>N/A</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>Jacqueline Durant/English</b>		Guidance Counselor <b>Anthony Parker</b>	
Teacher/Subject Area <b>Daisy Aarron/Social Studies</b>		Parent <b>Minerva Serrano</b>	
Teacher/Subject Area <b>Nancy Mercedes/ SpEd./Bilingual</b>		Parent Coordinator <b>Maria Espiallat</b>	
Related Service Provider <b>Daniel Rothman/Speech</b>		Other <b>type here</b>	
Network Leader <b>Richard Cintron</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>0</b>	Number of Certified Bilingual Teachers	<b>1</b>	Number of Certified NLA/Foreign Language Teachers	<b>1</b>
Number of Content Area Teachers with Bilingual Extensions	<b>1</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>1</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>132</b>	Total Number of ELLs	<b>29</b>	ELLs as Share of Total Student Population (%)	<b>21.97%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. ELL identification is completed by the ESL Coordinator (ESL certified). At enrollment an ESL Certified Teacher and trained staff meet with the parent to make an initial determination of the child's home language. This process is formalized through a Home Language Identification Survey. (HLIS) If the parent indicates a home language that is other than English, the ESL teacher conducts an informal interview and administers the LAB-R. All communications with the parent is conducted with the assistance of a translator as appropriate. Students who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine proficiency level in the home language. Students who score below proficiency on the LAB-R become eligible for state mandated service for ELLs. The child is appropriately placed based on his LAB-R score within ten days of enrollment. Parents are notified of their child's eligibility for service. In the spring each ELL is administered the NYSESLAT to determine whether or not the student continues to be eligible for service. The ESL coordinator reviews the NYSESLAT results to evaluate each ELL's progress and proper placement.

2. Parent Orientation meetings are held to inform parents about the different programs the DOE offers. Parents are invited to view a video describing the programs: Transitional Bilingual Education-TBE, Dual Language, and Free Standing ESL. Parents then complete the parent survey and the program selection form. All parents who select TBE are informed that their children's names will be placed on a waiting list for bilingual program for their child. When the list reaches the required number of students in one grade for any one language, as per CR Part 154, the school will create a bilingual program.

3. A pedagogue is assigned to mail appropriate letters to parents to inform them of their child's program eligibility. Continuous follow-up phone calls in English and in the student's home language are placed by trained staff. If the program selection form is not returned, the default program is TBE.

4. Parent selection forms and the LAB-R scores are used to determine appropriate placement. HSEI offers a Freestanding ESL program with native language support in all content area classes. Parents of eligible ELLs are sent entitlement, program placement, and continued entitlement letters as appropriate, in English as well as in the students' home language. Returned signed forms are kept with the students' cumulative file. Copies of the forms are maintained by the ESL coordinator in the ESL files. Students who score on the beginning level on the NYSESLAT will receive 540 minutes of instructions per week, as per CR-part 154. Students who score intermediate level will receive 360 minutes of instruction per week. Advanced level students will receive 180 minutes of ESL and 180 minutes of ELA instruction. ESL Teacher will use resources such as Achieve 3000, Rewards Writing and NYSESLAT test work book.

5. After reviewing the Parent Survey and Program Selection forms it has been our experience that most of our parents choose the Transitional Bilingual Education Program.

6. HSEI makes every effort to align our programs with parents selection. For those parents who choose a Bilingual program not available at our school, parents were given the option of transferring their children to a school offering a bilingual program. Typically, parents have rejected the transfers.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

K  1  2  3  4  5   
 6  7  8  9  10  11  12

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	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				
<b>All ELLs</b>		<b>Newcomers (ELLs receiving service 0-3 years)</b>		<b>Special Education</b>
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>	11	<b>Long-Term (completed 6 years)</b>
				18

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>				11			18			29
<b>Total</b>	0	0	0	11	0	0	18	0	0	29

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

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	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																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
--	---	---	---	---	---	---	---	---	---	---	----	----	----	-------

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										15	13			28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1		9	10
<b>TOTAL</b>	<b>0</b>	<b>15</b>	<b>14</b>	<b>0</b>	<b>9</b>	<b>38</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

As per the English Language Learner Identification results, 29 of our students are ELLs., ten students have received 4-6 years of service and eighteen students received over 6 years of service. One ELL student who have reached proficient levels will continue to receive transitional services for up to two years. Thirteen ELL students are special education students. Twenty eight ELL students home language is Spanish. One student's home language is Arabic.

High School for Excellence and Innovation has 11 teachers who serve ELL students without certification. However, every teacher incorporates high quality instructional strategies in their daily instructional practices. HSEI looks forward to hiring a licensed ELL teacher. In addition, every teacher received 30 hours of Quality Teaching for English Language Learners (QTTEL) training from our Children's First Network (CFN) - teachers learn how to scaffold instruction for ELLs with grade-appropriate rigorous texts within a variety of genres.

Beginning ELLs receive 540 minutes of ESL instruction; Intermediate ELLs receive 360 minutes of ESL instruction; Advanced ELLs 180 minutes

of ESL instruction & 180 minutes of ELA. Native language support in content area classes is provided to all ELLs.

Our ESL support is provided in all content areas. Students are double blocked in ELA and Mathematics. All teachers are incorporating the key elements of the Sheltered Instruction Observation Protocol (SIOP) program. The SIOP model consists of eight interrelated component: Lesson Preparation, Building Background, Comprehensible Output, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Every lesson addresses the academic and linguistic needs of English Language Learners.

Instruction for ELL subgroups are differentiated as follows:

SIFE students are grouped based on their skills needs to receive intervention during the school day as well as for additional instruction after school. Teachers across all content areas use research based instructional strategies to include: activate prior knowledge, provide a print rich environment, engage students in hands on activities (realia, props, charts, diagrams), teach vocabulary explicitly, activate critical thinking skills (sort, categorize, compare/contrast, analyze, synthesize, evaluate). Native language support is provided in all classes throughout the school day.

Newcomers are supported through academic literacy in the student's native language. Strategies include, but not limited to the following: simplify language, amplify content, provide hands-on demonstrations and opportunities for role play, and small group instruction. In addition, orientation of newcomers to their new environment is provided.

ELLs receiving 4-6 years are in danger of becoming Long term ELLs. As such, we focus on the following: explicit vocabulary instruction, intensive academic literacy skills building, anchoring reading and writing strategies in content areas, integrate technology in daily instruction, small group instruction, constant parent communications.

ELL support for Long Term ELLs include: academic intervention, explicit instruction in academic vocabulary, enrich literacy development, increase parent communications, engage in consistent and continuous articulation within the school concerning student progress and appropriate support, socio-emotional support.

ELLs with special needs are served as per each ELL's IEP. In order to ensure that the teachers of Special Ed ELLs are providing the most appropriate instruction, the ESL, bilingual, and content area teachers collaborate to ensure that each ELL is afforded instruction appropriate to his/her language and learning needs.

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

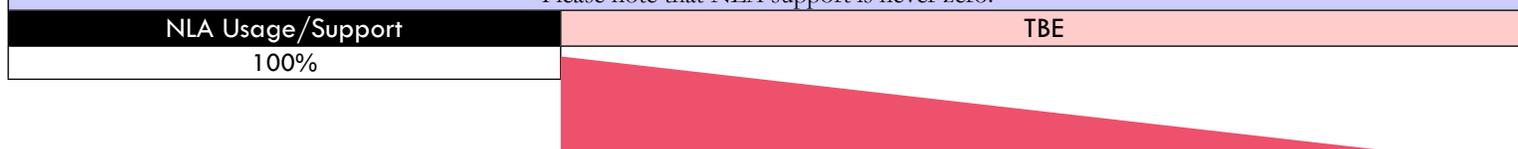
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

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



75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Paste response to questions 5-14 here

All students' coursework at HSEI include - ELA, math, social studies, advisory/enrichment, and physical education. All teachers' academic and linguistic instruction in all content area courses imbed support for ELLs and to enable them to better access the content through ESL methodologies as evidenced in their daily lesson plans and observations. Instruction is in English with native language support. All school data is analyzed for the whole school and by subgroups, including ELLs, to drive curricular and instructional decisions. Increased time-on-task periods are provided for all ELLs.

Instructional strategies for ELLs include: small group instruction in order to improve academic vocabulary and literacy skills. ESL program follows the Framework for Effective Instruction (FEI) model focusing on high impact literacy skills in the content areas. Skills include- Higher Order Thinking skills (Bloom's Taxonomy), Literacy strategies- questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing. Students will be given visual aids and digital resources to support their learning. Teachers will scaffold academic language and vocabulary to support student participation in class.

Transitional Plan for Students Reaching Proficiency - Student who have exited the ESL program will be monitored formally for at least two full school years. The ESL teacher in cooperation with the General and/or Special Education teacher will be responsible for providing transitional services for these identified students. Monitoring will consist of a tri-weekly assessment of student performance on benchmark exams: report card grades, tests scores, student performance, teacher observation, and progress in meeting New York State Academic Standards in all areas. Former ELLs are entitled to testing accommodations for up to two years after testing Proficient on the NYSESLAT. Native language support and ELL strategies continue to be implemented schoolwide during the transition.

ELLs are afforded equal access to all school programs during and after the regular school day. Extracurricular activities include SRA (student representative association), yoga, sports, clubs, and service learning. The programs are open to all students, including all ELLs. Invitations and notifications are sent/posted in English and in the students' native language. Communications with ELLs as well as with their families are offered in English and in the students' native language, as appropriate.

Strategies to be emphasized in order to improve the language of ELLs are:

- Building background knowledge
- Integration of children's native language and cultural use of vocabulary are imbedded in the instruction of content areas of literacy, mathematics, social studies, physical education, technology, etc.
- Use of manipulatives will facilitate concrete experiences
- Accountable Talk –support language development such as asking open-ended questions which require new or extended responses.
- The use of metacognitive strategies

Native language support is offered in all content area classes.

To assist newly enrolled ELLs before the beginning of the school year, all students and parents are invited to a Meet and Greet in August. In addition, we offer Project Jump Start.

### **C. Schools with Dual Language Programs**

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

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

Professional development is ongoing for all personnel who work with ELLs to include: subject area teachers, secretaries, the parent coordinator and office staff. The ESL and bilingual teacher attend training offered through the NYCDOE and BETAC. An ELL support specialist from the Children's First Network meets regularly with the principal and teachers to guide us as a new school in scaffolding support for our English Language Learners. She has assisted us with coordinating professional development in QTEL strategies for all teachers. All information regarding ELLs including modifications they are entitled to for testing have been shared. The data analysis provides information to administrators and staff to drive instruction. ATS and HSST reports are provided. In addition, academic patterns are identified and action plans are created, reflected upon and revised to meet the individual needs of our students.

Every teacher receives weekly professional support in differentiating instruction, vocabulary development, and other instructional techniques. The ESL/bilingual teacher participate in study groups that are working on implementing more effective co-teaching strategies, including differentiation of activities, using graphic organizers, note taking, etc. There is Literacy across the Content Areas (LAC) school-wide initiative that trains teachers of all subject areas to integrate the following learning strategies into their lessons, curricula, and assessments:

High-impact literacy strategies - questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing- to increase students' capacity to read challenging texts.

Sophisticated metacognitive capacities allow students to plan how to tackle challenging academic tasks, monitor their progress, make decisions about which strategy to use at a particular moment, choose to change strategies if one or another is not helping them progress effectively, and reflect on their learning in order to expand the quantity and quality of the information available to them, Higher-order thinking skills, analysis, synthesis and evaluation.

Site Visit Coaching is the center-piece of our Professional Development model, as this is where teachers, counselors and Community Based Organization (CBO) staff and Administrators receive regular, real-time feedback on their daily work. Site visit coaching includes the following activities: Working with teachers in their classrooms, meeting with teachers to discuss the work that happened in their classrooms; working with the ESL/bilingual teacher, working with the Principal to support teachers in creating and implementing lessons, units and courses; and co-facilitating professional learning sessions with the Principal.

Multi-Site Trainings: Both LAC Projects offer a set of trainings, designed to bring together the faculties from all of the participating schools. The trainings provide teachers with the opportunity to meet and work with subject-area colleagues at other schools.

## E. Parental Involvement

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

Paste response to questions 1-4 here Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

A Meet & Greet Night was held in August to inform parents about expectations and responsibilities, as well as promotional and graduation requirements. Articulation meetings are held at the end of each trimester to support parents in understanding our unique instructional and social supports programs. Various workshops such as ARIS Parent Link and ACUITY were conducted and will continue to be available for parents to understand their child's progress and how to best support their child. Continued Informational sessions will be held about their child's progress through regular case conferencing. Social Worker, Advocate Advisors and Guidance Counselor are available to meet with parents, answer questions, and guide them through the high school educational and social emotional experience of high school and post secondary high school goal setting. The Parent Coordinator and Community Assistant will be arranging parent sessions specifically related to state standards and the variety of assessments which will be administered during the course of the year.

III.

# Part V: Assessment Analysis

## A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2	0			2
Intermediate(I)										4	6			10

Advanced (A)										4	7			11
Total	0	0	0	0	0	0	0	0	0	10	13	0	0	23

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here.

The above overall results reveal attention must be given in the areas of reading and writing. Therefore, our ESL support is provided in all content areas. Students are double blocked in ELA and Mathematics. All teachers are incorporating the key elements of the Sheltered Instruction Observation Protocol (SIOP) program. The SIOP model consists of eight interrelated component: Lesson Preparation, Building Background, Comprehensible Output, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Every lesson addresses the academic and Linguistic needs of English Language Learners. Native language support is provided to all ELLs.

Other strategies to be emphasized in order to improve the language of ELLs are:

- Building background knowledge
- Integration of children's native language and cultural use of vocabulary as integrated into the content areas of literacy, mathematics, social studies, physical education, technology, etc.
- Use of manipulatives will facilitate concrete experiences
- Accountable Talk –support language development such as asking open-ended questions which require new or extended responses.
- The use of metacognitive strategies

Collaborative Planning

- The ESL teacher will consult and network with ELL support from our coaches and CFN to plan instruction for ESL students and to monitor their progress in a general and/or special education classroom. In addition, we will include an extensive staff development for all teachers who teach ELLs.
- The development of appropriate content area vocabulary and comprehension skills training through coaching support and workshops.
- Reading and Writing workshop – ESL students are going to have opportunities to develop appropriate reading and writing skills.

After reviewing and analyzing the data from all assessments taken by ESL students, we concluded that ESL students at HSEI will receive small group instruction in order to improve academic vocabulary and literacy skills. ESL program follows the Framework for Effective Instruction (FEI) model focusing on high impact literacy skills in the content areas. Skills include- Higher Order Thinking skills (Bloom's Taxonomy), Literacy strategies- questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing. Students will be given visual aids and digital resources to support their learning. Teachers will scaffold academic language and vocabulary to support student participation in class.

**Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may

## Additional Information

attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 06M423**

*All Title I SWP schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$171,967	\$17,393	\$189,360
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$1,719	\$174	\$1,893
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$8,598	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$17,197	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:

\_\_\_\_\_

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## **Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

***Explanation – School Parental Involvement Policy:*** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

High School for Excellence and Innovation is a rigorous high school setting that provides personalized academic and social supports to address the unique needs of each student. Every student is at least two years behind their peers. Our student body includes 43% special education students, and 18% English Language Learners. Diagnostic assessments and regular benchmarks will be used to evaluate the academic and social skills of each student. Ongoing data collection and analysis will inform the design of differentiated classroom instruction as well as targeted academic interventions and social supports tailored to meet the needs of each student.

We are gathering and analyzing qualitative and quantitative data to identify strengths and weaknesses to create action plans to drive instructional practices. We are using multiple data sources, such as last year's New York state exam results, Acuity assessments, school based assessments, benchmark assessments, reading diagnostics and behavioral surveys administered at the beginning of the school year, as well as assessments of in-class and homework assignments. From this data, we will identify student individual and collective needs. Students will co-jointly set goals and monitor their progress, under the tutelage of an Advocate Advisor.

## **Performance Trends:**

Based on last year's eighth grade New York State exam findings, our performance trends indicate the following: 80% of our students scored at levels 1 & 2 in English Language Arts and 60% of our students scored at levels 1 & 2 in Math.

### School based ELA Assessment Data:

Gates-MacGinitie Reading Test. This test is a useful tool for teachers to identify reading achievement levels of individual students. Students are tested in vocabulary and comprehension. Test results were able to provide us with baseline data. -- 5% of the students scored within the second and third grade level, 41 % of our students scored within the fourth and fifth grade level, 40% scored within the sixth and seventh grade level and the remaining 14% of our students scored beyond the seventh grade level.

### School based Math Assessment Data:

The "Looking Back Automaticity Pre-Assessment" exam to determine students' strengths and weaknesses in concepts taught in previous years reveal four students scored between 59% and 83%. The remaining students scored lower than 54%. Data shows that most of the correct responses come from test items which contained number sense and literal/lower level thinking questions.

Critical thinking and analysis were identified categories of improvement in both ELA and Math results. HSEI believes if students are exposed to higher order questioning and thinking skills, high impact literacy and learning strategies such as inference, prediction and visualization; higher order thinking and can utilize these strategies, then they will be well prepared to master college level work upon graduation.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

- Help provide an enriched and accelerated curriculum.
- Meet the educational needs of historically underserved populations.
- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

### Scheduling

Double blocks of English Language Arts and Mathematics are needed for students to receive deep targeted intervention. As we grow, we will have to make decisions regarding staffing and program design to continue to meet the needs of our students. We have decided to provide double block classes in Science and Social Studies whereby allowing for more time on task in the core content areas.

As per the English Language Learner Identification results, 29 of our students are ELLs., ten students have received 4-6 years of service and eighteen students received over 6 years of service. One ELL student who have reached proficient levels will continue to receive transitional services for one or two years according to the year of eligibility. Thirteen ELL students are special education students. Twenty eight ELL students home language is Spanish. One student's home language is Arabic.

High School for Excellence and Innovation has 12 teachers who serve ELL students without certification. However, every teacher incorporates high quality instructional strategies in their daily instructional practices. HSEI looks forward to hiring a licensed ELL teacher. In addition, every teacher received 30 hours of Quality Teaching for English Language Learners (QTEL) training from our Children's First Network (CFN) - teachers learn how to scaffold instruction for ELLs with grade-appropriate rigorous texts within a variety of genres.

The above overall results reveal attention must be given in the areas of reading and writing. Therefore, our ESL support is provided in all content areas. Students are double blocked in ELA and Mathematics. All teachers are incorporating the key elements of the Sheltered Instruction Observation Protocol (SIOP) program. The SIOP model consists of eight interrelated component: Lesson Preparation, Building Background, Comprehensible Output, Strategies, Interaction, Practice/Application, Lesson Delivery, and Review/Assessment. Every lesson addresses the academic and Linguistic needs of English Language Learners

Other strategies to be emphasized in order to improve the language of ELLs are:

- Building background knowledge
- Integration of children's native language and cultural use of vocabulary as integrated into the content areas of literacy, mathematics, social studies, physical education, technology, etc.
- Use of manipulatives will facilitate concrete experiences
- Accountable Talk –support language development such as asking open-ended questions which require new or extended responses.
- The use of metacognitive strategies

3. Instruction by highly qualified staff.

- Coaching a lesson. The coach will use a 3-part coaching protocol (i.e. pre-conference, lesson observation, and post-lesson debrief) that is consistent with the lesson planning protocol. The focus of the coaching protocol is the articulation mathematical goals and evidence of student understanding of those goals. The coach’s role is collect agreed upon evidence of student understanding and then to situate that data “in the middle” of the post-lesson debrief, so that teacher and coach can make evidence-based decisions about student learning and the efficacy of the lesson design and delivery. *The goals of the coaching sessions are to 1) help teachers maintain a focus on student understanding and develop teachers’ capacity to make evidence-based instructional decisions.*
  - Doing Mathematics & Planning Upcoming Units. Teaching the CME program will mean heavy lifting for teachers. They will have to work through and understand the mathematics development of each unit before teaching it. Teachers will need to consider individual student and class needs for embedding “ramp-up” materials and automaticity development support. The coach will provide support to the teachers by working through the math with them, helping them to understand how the mathematics is developed; answer questions about connections to future units; helping maintain the pacing; strategizing about the melding of the algebra, gap filling, and automaticity development; etc. *The goals of these sessions are to provide practical support, help teachers meet the needs of every student, and develop teachers’ capacity to develop thoughtful unit plans.*
  - Meeting with Principal. Time will be carved out during every coaching visit to meet with the principal to discuss progress and concerns related to the implementation of the mathematics program. In addition, the coach and principal will go on learning walks to enhance effective mathematics instruction and the capacity to support mathematics teaching at HSEI.
1. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State’s student academic standards.

Every teacher receives weekly professional support in differentiating instruction, vocabulary development, and other instructional techniques. Study groups are working on implementing more effective co-teaching strategies, including differentiation of activities, using graphic organizers, note taking, etc. There is Literacy across the Content Areas (LAC) school-wide initiative that trains teachers of all subject areas to integrate the following learning strategies into their lessons, curricula, and assessments:

high-impact literacy strategies questioning, predicting, inferring, visualizing, determining importance, making connections, and synthesizing- to increase students' capacity to read challenging texts.  
sophisticated metacognitive capacities allow students to plan how to tackle challenging academic tasks, monitor their progress, make decisions about which strategy to use at a particular moment, choose to change strategies if one or another is not helping them progress effectively, and reflect on their learning in order to expand the quantity and quality of the information available to them,  
higher-order thinking skills, analysis, synthesis and evaluation.

Site Visit Coaching is the center-piece of our Professional Development model, as this is where teachers, counselors and Community Based Organization (CBO) staff and Administrators receive regular, real-time feedback on their daily work. Site visit coaching includes the following activities: Working with teachers in their classrooms, meeting with teachers to discuss the work that happened in their classrooms; working with the Principal to support teachers in creating and implementing lessons, units and courses; and co-facilitating professional learning sessions with the Principal.

Multi-Site Trainings: Both LAC Projects offer a set of trainings, designed to bring together the faculties from all of the participating schools. The trainings provide teachers with the opportunity to meet and work with subject-area colleagues at other schools.

## 2. Strategies to attract high-quality highly qualified teachers to high-need schools.

### Framework for Effective Instruction (FEI)-

Since its inception, Center for Urban Education (CUE) has worked to develop a unique, comprehensive model for teaching and learning that integrates the best educational research and practice into a coherent package.

The CUE Framework for Effective Instruction (FEI) provides both school leaders and teachers with a set of detailed guideposts to support their effort to improve the quality of their work with young people, both within individual classrooms and across the content areas. CUE has been working with HSEI's founders for the past nine months: first as thought-partners in the development of the instructional model, then in intensive professional development sessions with the new faculty, and now, in its' participation in CUE's networked professional learning community, the LAC Project.

### Center for Mathematics Education (CME)-

A robust teacher support program has been put in place to ensure that the intended mathematics curriculum becomes the implemented and ultimately the attained curriculum. The HSEI mathematics program introduces teachers to a new set of instructional materials which requires re-conceptualizing traditional high school mathematics. They learn alternative ways that standard high school mathematics concepts are developed and understood through mathematical habits of mind. This mathematics-specific support for HSEI math teachers will be provided through a mix of ongoing professional development and on-site coaching.

The math coach is on-site every other week for two days. The math coach will support teachers in the ways:

- Lesson planning. The focus of lesson planning sessions is to build teachers' capacity to develop high cognitive demand lessons that engage students in meaningful mathematics. A related secondary focus is to continue to develop teachers' mathematical understanding. These sessions will make use of the student-focused high demand lesson planning protocol teachers learned about in their summer Algebraic Thinking Course. *The goal of the lesson planning sessions is for teachers to habituate this effective lesson planning approach focusing on important mathematics, student understanding and high cognitive demand.*

## 3. Strategies to increase parental involvement through means such as family literacy services.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.**

**Explanation:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.



**Title I Parent Involvement Plan  
School Year 2010 – 2011**

Please be advised that The High School for Excellence and Innovation (06M423) will:

1. Provide an annual meeting for parents of participating students through:
  - Parents Association monthly meetings, specifically the third Thursday of the month of September to share curriculum and program information.
2. Provide parents with an organized, on-going and timely way to become involved in the planning, review and improvement of Title I programs by:
  - Engaging them in the School Leadership Team process and meeting regularly with them to share information and plan collaboratively. (Monthly)
3. Provide parents with timely information about programs, including school performance profiles, individual student assessments, a description of the curriculum, assessment, and opportunities for parent involvement by:

**2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.**



***School-Parent Compact for 2010-2011***

*The school and parents working cooperatively to provide for the successful education of the children agree:*

**The School Agrees**

- To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.
- To offer meetings at flexible times and if funds are available, to provide transportation.
- To actively involve parents in planning, reviewing, and improving the Title I program and the parental involvement policy.
- To provide parents with timely information about all programs.
- To provide performance profiles and individual student assessment results for each child and other pertinent information.
- To provide high quality curriculum and instruction.
- To enhance communication between teachers and parents through:
  - Parent-teacher conferences at least annually
  - Frequent reports to parents on their children's progress
  - Reasonable access to staff
  - Observation of classroom activities

**The Parent/Guardian Agrees**

- To become involved in developing, implementing, evaluating, and revising the school-parent involvement policy.
- To participate in our request for technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
- To work with his/her child on schoolwork.
- To encourage child to read at least 30 minutes per day.
- To monitor his/her child's:
  - Attendance at school
  - Social & Emotional Learning progress at school
  - Homework
  - Television watching
  - Nutritional needs
  - Health record issues
  - Enforce school's dress code
- To share the responsibility for improved student achievement.
- To communicate with his/her child's teacher about the child's educational needs.

Parent/community: Describe parent/community involvement activities planned to meaningfully involve parents in their children's education and to inform them about the state standards and assessments.

A Meet & Greet Night was held in August to inform parents about expectations and responsibilities, as well as promotional and graduation requirements. Articulation meetings are held at the end of each trimester to support parents in understanding our unique instructional and social supports programs. Various workshops such as ARIS Parent Link and ACUITY were conducted and will continue to be available for parents to understand their child's progress and how to best support their child. Continued Informational sessions will be held about their child's progress through regular case conferencing. Social Worker, Advocate Advisors and Guidance Counselor are available to meet with parents, answer questions, and guide them through the high school educational and social emotional experience of high school and post secondary high school goal setting. The Parent Coordinator and Community Assistant will be arranging parent sessions specifically related to state standards and the variety of assessments which will be administered during the course of the year.

4. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

NOT APPLICABLE

5. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

Indicators of Interim Progress and/or Accomplishment:

- Tri-weekly benchmark exams
- Regularly scheduled meetings with the Inquiry Team members, regularly scheduled reports to staff, classroom visits, analysis of assessments and assigned tasks and responsibilities as evidenced by agendas, observation reports, logs, and journals.
- Analysis of student work
- Analysis and Assessment of Student Report/Progress data within each marking period.
- Accumulation of credits by targeted population.
- Daily, monthly analysis of student attendance

6. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

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All 9<sup>th</sup> and 10<sup>th</sup> grade students are provided an additional five- 55 minutes of English Language Arts intervention instruction built into the daily program. Saturday & after school tutoring sessions are offered to all students. Identified students receive Wilson, Just Words, and/or REWARDS reading support in pull out small groups during the day.

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All students are provided with an additional five- 55 minutes of math instruction built into the daily program. Saturday & after school Math tutoring sessions are offered to all students. Every HSEI student will demonstrate mathematical competency in order to gain credit, move to the next grade level, and ultimately graduate. The competencies include *Automaticity* of basic math skills essential for high school mathematics success, *Essential Learning* of the key concepts, skills and problem-solving of each math course, *Writing* of mathematics thinking and reasoning, and *Oral Presentation* of mathematics thinking and reasoning. Our approach is to leverage the competency system for diagnosis, thereby capturing aligned pre- and post-assessment data.

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Targeted 9<sup>th</sup> and 10<sup>th</sup> grade students will receive AIS after school in science content, skills and vocabulary.

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After school & Saturday sessions provide curriculum & class work review in small groups for all students.

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Provide individual and group counseling on a daily or weekly basis for one period to address academic concerns, promotion-in-doubt, family issues which appear as impediments to academic success, academic needs through organizational skills, one-on-one counseling, parent meetings, teacher conferences, discussions of goals, transcripts, progress, college and post secondary goal setting, graduation-in-doubt issues. Support sessions provided to holdovers and students in danger of not passing courses. Every student receives guidance and small group support through daily advisory classes facilitated by their Advocate Counselors.

7. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

For students in temporary housing, our school plans to provide additional counseling and support. Advocate Advisors will schedule frequent "check-in" meetings with the students to make sure that the students are receiving all of the support and materials that they need. In addition, the social worker will meet with the student to see if the student is interested in ongoing counseling. Computers and internet access will be made available to the student if needed. The school will ensure that students always have access to our food program. Students will be provided with Metro cards for additional programming (evening and weekend events) and the school will cover all cost programs including trips. If students need supplies for school, these supplies will also be provided by the school.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, 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 consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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<sup>1</sup> **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

	<i>(i.e., Federal, State, or Local)</i>	<b>in the Schoolwide Program</b> (✓)			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	X				\$144,452	Pgs. 6-12
Title I, Part A (ARRA)	Federal	X				\$17,219	Pgs. 6-12
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal	X				\$67,674	Pgs. 6-12
Tax Levy	Local	X				\$1,616,640	All pages

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

