



**EXCELSIOR PREP HIGH SCHOOL  
2010-11  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: (29/ Q/ 265)  
ADDRESS: 143-10 SPRINGFIELD BOULEVARD  
TELEPHONE: 718-525-6507  
FAX: 718-525-6276**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 265      **SCHOOL NAME:** Excelsior Prep High School

**SCHOOL ADDRESS:** 143-10 Springfield Boulevard

**SCHOOL TELEPHONE:** 718-525-6507      **FAX:** 718-525-6276

**SCHOOL CONTACT PERSON:** Lilly N. Lucas      **EMAIL ADDRESS:** llucas2@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Jisela Lopez

**PRINCIPAL:** Lilly N. Lucas

**UFT CHAPTER LEADER:** Dimian Mckenzie

**PARENTS' ASSOCIATION PRESIDENT:** Joyce Dail/Tracey Ann Bryan

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* DiMilo Jones

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29      **CHILDREN FIRST NETWORK (CFN):** \_\_\_\_\_

**NETWORK LEADER:** Terry Byam

**SUPERINTENDENT:** Juan Mendez

## 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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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.*

Name	Position and Constituent Group Represented	Signature
Lilly N. Lucas	*Principal or Designee	
Dimian Mckenzie	*UFT Chapter Chairperson or Designee	
Joyce Dail/Tracey Ann Bryan	*PA/PTA President or Designated Co-President	
Joyce Dail	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Renee Dailey/Elaine Burke	DC 37 Representative, if applicable	
DiMilo Jones	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jisela Lopez	Member/	
Eric Leggio	Member/	
Stephanie Coleman	Member/	
Josephine Armstrong	Member/	
Katiria Maldonado	Member/	
Wedlyne Guerrier	Member/	
GiaNashika Green	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 Excelsior Preparatory High School will provide a rigorous college preparatory and Multi-cultural curriculum, with a focus on Social Justice and community awareness. Our students will be prepared for the world of technology and to the service of their communities. Our school is committed to the idea of continuous improvement through frequent assessment of student work and teaching practice. Excelsior students will participate in internships with professionals and social service agencies. Excelsior Prep is committed to fostering excellence and tenacity in our students. Through supportive adults (ISA, Parents, and staff members), we will provide a safe learning environment that is student-centered and promotes values of mutual respect.

Excelsior Preparatory is committed to meeting the community demand that its high school be safe and orderly, academically rigorous and accountable to the community. Excelsior Preparatory will assure that the students of Southeast Queens are successful, and given every opportunity and support that is needed. We look forward to meeting the challenge and to creating a strong public high school that is the pride of the community. Excelsior has recently graduated two classes of students and has over an 80% graduation rate. Many of our students have gone on to four and two year colleges. In addition, we have an array of Afterschool classes and emotional support for our students. Included in these supports are advisory group for every student, individual and group counseling, SAT prep, Regents Prep, college and career counseling, college courses through York College, and a partnership with Gateway college preparatory program in math and science.

Excelsior is partnered with the Institute for Student achievement and has been for the past six years. ISA provides leadership training and alignment to the seven principles of ISA which includes alignment to the following: Parental involvement, Continuous Organizational Improvement, College Instructional Curriculum, Extended day and year, Distributed Counseling, Continuous Professional development, and a dedicated team of teachers and counselors.

Extracurricular activities fall into three categories: leadership & support (Student Government Association, Wellness Center, Summer Orientation, Summer Leadership Academy, Summer Camp), academic (SAT Prep Program, Extended Day/Credit Recovery, After-school Tutoring, Saturday Regents Prep Program), and sports and recreation (soccer, volleyball, basketball, cheerleading, Spanish).

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. 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>	Excelsior Preparatory High School				
<b>District:</b>	29	<b>DBN #:</b>	29Q265	<b>School BEDS Code:</b>	342900011265

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</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	X 9	X 10	X 11	X 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K					87.2	85.3	TBD		
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3					92.0	95.0	TBD		
Grade 4				<b>Poverty Rate: % of Enrollment</b>					
Grade 5				(As of October 31)	2007-08	2008-09	2009-10		
Grade 6					69.8	57.1	72.8		
Grade 7				<b>Students in Temporary Housing: Total Number</b>					
Grade 8				(As of June 30)	2007-08	2008-09	2009-10		
Grade 9	122	121	146		5	14	TBD		
Grade 10	95	112	87	<b>Recent Immigrants: Total Number</b>					
Grade 11	86	87	100	(As of October 31)	2007-08	2008-09	2009-10		
Grade 12	88	83	81		4	2	2		
Ungraded				<b>Special Education Enrollment:</b>					
Total	391	403	414	(As of October 31)	2007-08	2008-09	2009-10		
					4	2	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	0	0	0	Principal Suspensions	37	12	TBD		
No. in Collaborative Team Teaching (CTT) Classes	16	45	59	Superintendent Suspensions	10	11	TBD		
Number all others	27	8	8	<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	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	13	11	14	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	1	1	(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	23	25	TBD
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	8	8	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	1	1	TBD
	10	20	TBD				
				<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	100.0	100.0	TBD
American Indian or Alaska Native	0.3	0.7	0.2	Percent more than two years teaching in this school	34.8	68.0	TBD
Black or African American	89.9	85.6	85.0	Percent more than five years teaching anywhere	39.1	40.0	TBD
Hispanic or Latino	6.9	6.9	7.5				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	3.0	3.1	Percent Masters Degree or higher	83.0	80.0	TBD
White	0.3	0.5	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.3	96.6	TBD
Multi-racial							
<b>Male</b>	48.6	55.6	57.0				
<b>Female</b>	51.4	44.4	43.0				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	✓
	Math:		Math:	✓
	Science:		Grad. Rate:	✓

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			<b>Progress Target</b>
	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>				3	3	1	

### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	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.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	NR
<b>Overall Score</b>	78.7	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.1	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.8	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	43.8	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	6	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/Teacher 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 your school's 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?
- 

Since our school was founded in 2004, we have had steady improvement and steady growth that has led to student achievement and led to our school being in good standing in every accountability measure. In 2008, we received a grade of "A" under the Children's First Initiative and received the grade of "Well Developed" under the School Quality Review. Our Federal accountability overall is "in Good Standing" since we were established. Our regents' scores have steadily climbed in every subject, and in math and science, Excelsior Prep student's are in the top 10% of students in the city according to regents performance data.

Excelsior Prep successes include the high percentage of high school students earning ten or more credits each year and passing their Regents exams with a score of sixty-five or above. This is due to the school's strength in using data analysis as part of major planning initiatives. Professional development sessions for sharing of best practices, modeling of lessons, strategies, techniques, and development of curricula, in many different venues, including administratively organized lab sites, monthly grade level, weekly Vertical Team, monthly faculty, monthly advisory, conferences and meetings, as well as teacher organized collaborative planning sessions. Teachers also visit each other to observe best practices. The Senior Achievement Facilitator, network support staff, Institute for Student Achievement, and other interim assessment representatives are sources of professional development in understanding, gathering, and using data in our planning. In order to improve student performance, the staff of Excelsior prep makes use of data from summative and formative assessments such as the NYS ELA and Math Exams administered to 8<sup>th</sup> graders, NYS Regents exams for high school students, interim assessments, journals, lab reports, class, and homework assignments, in addition to low inference observations by staff and administration.

Another strong feature of our school is the work that we have done through our inquiry team. We have had an inquiry team since 2006, as we were one of the first schools in the city to engage in the practice of looking at students and data in a formal way. Last year our inquiry team was able to look at the college readiness of our graduates in the area of mathematics. We discovered that these students weren't as prepared as we would have liked them to be, as a great deal of them was taking remedial mathematics in college. We were able create assessments based on the assessment tool given in college, to our seniors of 2010. We concluded that the population focused on by our team showed positive growth on the CUNY Assessment exam and thus better prepared to take college level math in their freshman year.

Excelsior Prep also has the great fortune to be partnered with the Institute for Student Achievement. Because of this alliance since 2004, Excelsior has been aligned to the seven principles of ISA (College Prep curriculum, Parental Involvement, Distributed Counseling, Extended Year and Day, Continuous Organizational Improvement, Professional Development, and a Dedicate team of teachers. In 2009, ISA did a sustainability

visit to see the effectiveness of the program, and we scored well in Distributive counseling and Professional Development.

Excelsior Prep has a number of priorities that have been identified through a needs assessment. One of them is the further development of a college prep curriculum. According to our sustainability survey and SAT scores, it has become quite evident that our curriculum has to improve the skills that make students college ready. These skills include analytical writing, writing for purpose, reading stamina, vocabulary development, and presentation skills.

We have further identified that we have to better serve our freshman. Last year's freshman class had only 60% that received 10 or more credits in their first year. In addition, only 26% of our freshman in the lowest third earned 10 or more credits last year. The consequence of this can result in the identified students not becoming successful sophomores and eventually not graduating in 2013.

Attendance is also another need that has been identified as being in need of improvement. Since 2004, our attendance rate has steadily declined from a high of 90% to last year's 86%. We realize that is hard for students to be successful if they don't attend school so attendance has to be improved so that we are on par with other high schools in Queens.

According to our school environment surveys, it has become quite evident that our school has to do a better job at parental engagement and outreach. We had only 14% of our parents return the school environment surveys, far below the city average of 45%. Of the parents that responded, the overall concern was that the school had to do a better job at communication and engagement.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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**Goal #1** 85% of the seniors will pass five (5) Regents exams and accumulate 44 credits as prescribed by the NYS Department of Education to qualify for June 2011 graduation.

**Goal #2** 50% of the freshman in the lowest third and 50% of the Sophomore in the lowest third, will earn 10 or more credits as prescribed by the NYS Department of Education to articulate to their respective Sophomore and Junior years by August of 2011.

**Goal #3** we will increase our school wide attendance rate by 2% by June of 2011.

**Goal #4** 60% of students with IEPs will earn at least 10 credits by the end of the 2010 – 2011 school year. 60% of students with IEPs enrolled in courses ending Regents exams will pass the Regents exams.

**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 2010-11 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, PLA, 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):** English language Arts

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>85% of the Juniors will pass the ELA Regents and accumulate the 6 credits of ELA to qualify for June 2011 Senior Status</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>	<ul style="list-style-type: none"> <li>• Students who have not as yet passed the Regents will             <ul style="list-style-type: none"> <li>○ participate in test prep sessions during AIS, after school or Saturday programs,</li> <li>○ complete assignments in ELA to improve skills required for mastery.</li> <li>○ focus on listening, note taking, reading &amp; analyzing charts &amp; graphs and poetry.</li> <li>○ create annotated bibliographies of previously read texts as a reference to prepare and support test mastery.</li> <li>○ use the online test prep site regentsprep.org.</li> </ul> </li> <li>• ELA teachers will monitor student participation in Regents prep programs</li> <li>• Students will be expected to sit for the January Regents administration to meet this requirement.</li> <li>• ELA teachers will continue to work with students who don't pass to prepare them for the June Regents administration for meet the Regents exam requirements.</li> <li>• Junior advisors will support students recommended by ELA teachers.</li> <li>• Students who are deficient in ELA credits will             <ul style="list-style-type: none"> <li>○ be programmed for make-up courses to meet graduation requirement.</li> <li>○ participate in tutoring programs.</li> </ul> </li> </ul> <p>Teachers will use differentiated instruction, conferring and small group instruction to support students in areas identified as deficiencies.</p>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none"> <li>• Title I and TL Incremental allocations will be used to fund after school and Saturday Regents prep programs.</li> <li>• C6 periods will be utilized for small group instruction to prepare students for the ELA Regents exams and assist students who have previously failed to pass ELA courses. ELA teachers will work with coaches funded by C4E allocation to increase repertoire of techniques for conferring, differentiation, small group instruction to support students.</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>	<ul style="list-style-type: none"> <li>• Attendance &amp; participation in supplementary test prep sessions.</li> <li>• Completion of weekly assignments, use of online test prep site.</li> <li>• “Mock” Regents results Dec '10, Jan '11,</li> <li>• Analysis of MOCK Regents data to determine weak areas for focus of support sessions.</li> <li>• Make-up courses <ul style="list-style-type: none"> <li>○ Grades on tests, quizzes, projects, homework, and other assignments</li> <li>○ Class participation and low inference observations.</li> </ul> </li> </ul> <p>Report card grades</p>

**Subject/Area (where relevant):** Global Studies

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>88% of the seniors will pass both the Global Studies Regents and the US History Regents and accumulate 8 credits of SS to qualify for June 2011 graduation</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Students who have not as yet passed the Regents will <ul style="list-style-type: none"> <li>○ participate in test prep sessions during AIS, after school or Saturday programs.</li> <li>○ complete assignments in Global and US History preparation books.</li> <li>○ use the online test prep site regentsprep.org.</li> </ul> </li> <li>• SS teachers will monitor student participation in Regents prep programs</li> <li>• Students will be expected to sit for the January Regents administration to meet this requirement.</li> <li>• SS teachers will continue to work with students who don't pass to prepare them for the June</li> </ul>



**Action Plan**

*Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*

- Identify students who failed/did poorly in SS using HSST reports.
- Set-up individualized plans – Involve guidance/social work staff in creating plans.
- Teachers will confer with students to set monthly goals
- Use Advisory periods for
  - Time management
  - Study skills
  - Content area support
- Recommend mandatory tutoring for all failing students
- Use ELA DYO to identify and monitor weak skills to support instruction.
- Turnkey PD on differentiation and scaffolding by Math Department.
- Establish Lab Sites to observe and implement best practices
- Set-up inter-visitation opportunities for teachers to see best practices in classroom management, conferring, differentiated instruction, questioning techniques, infusing rigor in the curriculum
- Use of organizers, flash cards & strategies for note taking with other study skills to improve learning
- Incorporation of engaging activities to increase learning
  - Skits
  - Speeches
  - Games
  - Peer partners
- SS teachers will monitor participation, completion of activities, progress
- Increased parent involvement
  - School staff will make phone calls to contact parents about student progress
  - Increased teacher contact with parents of students not performing up-to-expectations
  - Parent coordinator & attendance teacher support classroom teachers in outreach & getting information to parents

PA to recruit parent volunteers to contact other parents to participate in informational sessions.

**Aligning Resources: Implications for Budget, Staffing/Training, and Schedule**  
*Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.*

- Title I & TL Incremental allocations will be used to fund after school & Saturday programs.
- C6 periods will be utilized for small group instruction to target areas of weakness.
- SS teachers will work with coaches from teachers college funded by C4E allocation to increase repertoire of techniques for conferring, differentiation, small group instruction to support students
- Title I allocation will be used to fund professional development on differentiation, increasing academic rigor in the content area, questioning techniques.

	<ul style="list-style-type: none"> <li>• Solicit parent support Parent coordinator &amp; attendance teacher to have staggered schedules to reach out to working parents</li> </ul>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Monthly conferences with students focused on <ul style="list-style-type: none"> <li>○ Goal setting</li> <li>○ Progress</li> <li>○ Performance</li> </ul> </li> <li>• Monitor</li> </ul>

**Subject/Area (where relevant):** Science

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	88% of the seniors will pass a Science Regent and accumulate 6 credits of science, at least 2 in a life science and 2 in a physical science, to qualify for June 2011 graduation
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Students who have not as yet passed the Regents will <ul style="list-style-type: none"> <li>○ participate in test prep sessions during TAP, after school or Saturday programs.</li> <li>○ complete assignments in science Regents preparation books.</li> <li>○ use the online test prep site regentsprep.org.</li> </ul> </li> <li>• Science teachers will monitor student participation in Regents prep programs</li> <li>• Students will be expected to sit for the January Regents administration to meet this requirement.</li> <li>• Science teachers will continue to work with students who don't pass to prepare them for the June Regents administration to meet the Regents exam requirements.</li> <li>• Senior advisor will support students recommended by science teachers.</li> <li>• Teachers will increase hands-on activities to better engage students.</li> <li>• Teachers will provide for more academic rigor in lesson &amp; lab inquiry delivery of curriculum.</li> </ul>

<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>	<ul style="list-style-type: none"> <li>• Title I and TL Incremental allocations will be used to fund after school and Saturday Regents prep programs.</li> <li>• C6 periods will be utilized for small group instruction to prepare students for science Regents exams and assist students who have previously failed to pass science courses. Science teachers will work with coaches funded by C4E allocation to increase repertoire of techniques for conferring, differentiation, small group instruction to support students</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>	<ul style="list-style-type: none"> <li>• Attendance &amp; participation in supplementary test prep sessions.</li> <li>• Completion of weekly assignments, use of online test prep site.</li> <li>• “Mock” Regents results Dec '10, Jan '11, May '10, June '10</li> <li>• Analysis of MOCK Regents data to determine weak areas for focus of support sessions.</li> <li>• Regents Scores on January 2011 science Regents exams</li> <li>• Regents Scores on June 2011 science Regents exams</li> <li>• Make-up courses <ul style="list-style-type: none"> <li>○ Grades on tests, quizzes, projects, homework, notebooks, and other assignments</li> <li>○ Class participation and low inference observations.</li> </ul> </li> </ul> <p>Report card grades</p>

**Subject/Area (where relevant):** Science

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>70% of 9<sup>th</sup> graders will earn two science credits by June, 2011. 80% of 9<sup>th</sup> graders currently enrolled in 2-term Living Environment course will pass the Living Environment Regents</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ul style="list-style-type: none"> <li>• Identify students who failed/did poorly in science using HSST reports.</li> <li>• Teachers will confer with students to set monthly goals</li> <li>• Use advisory periods for <ul style="list-style-type: none"> <li>• Time management</li> <li>• Study skills</li> <li>• Content area support</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Recommend mandatory tutoring for all students failing Regents science courses</li> <li>• Use DYO's to identify and monitor weak skills &amp; drive instruction.</li> <li>• Set-up inter-visitation opportunities for teachers to see best practices in classroom management, conferring, differentiated instruction, questioning techniques, infusing rigor in the curriculum, lab work</li> <li>• Students taking Living Environment units will be recommended for supplementary support programs to <ul style="list-style-type: none"> <li>• Participate in test prep sessions during Advisory and AIS, after school or Saturday programs</li> <li>• Use the online test prep site regentsprep.org.</li> </ul> </li> <li>• Science AP will monitor student participation in Regents prep programs.</li> <li>• Science teachers will work with students to prepare them for the June Regents administration.</li> <li>• Guidance counselor will support students recommended by science teachers.</li> <li>• Increased parent involvement <ul style="list-style-type: none"> <li>• School staff will make phone calls to contact parents about student progress</li> <li>• Increased teacher contact with parents of students not performing up-to-expectations</li> <li>• Parent coordinator &amp; attendance teacher support classroom teachers in outreach &amp; getting information to parents</li> </ul> </li> </ul> <p>PA to recruit parent volunteers to contact other parents to participate in informational sessions.</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>	<ul style="list-style-type: none"> <li>• Title I &amp; TL Incremental allocations will be used to fund after school &amp; Saturday programs.</li> <li>• C6 periods will be utilized for small group instruction to target areas of weakness.</li> <li>• Science teachers will work with coaches funded by C4E allocation to increase repertoire of techniques for conferring, differentiation, small group instruction to support students</li> <li>• Title I allocation will be used to fund professional development on differentiation, increasing academic rigor in the content area, questioning techniques.</li> <li>• Search for grants to fund additional PD sessions for improved instruction to raise student achievement levels</li> <li>• Solicit parent support</li> </ul> <p>Parent coordinator &amp; attendance teacher to have staggered schedules to reach out to working parents</p>

<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<ul style="list-style-type: none"> <li>• Monthly conferences with students focused on <ul style="list-style-type: none"> <li>○ Goal setting</li> <li>○ Progress</li> <li>○ Performance</li> </ul> </li> <li>• Monitor <ul style="list-style-type: none"> <li>○ Grades on tests, quizzes, projects, homework, notebooks, and other assignments</li> <li>○ Class participation and low inference observations.</li> </ul> </li> <li>• Report card grades</li> <li>• Quarterly review of Scholarship Report</li> </ul> <p>Attendance &amp; participation in supplementary programs</p>
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**Subject/Area (where relevant):** IEP

<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	65% of students with IEPs will earn two science credits by the end of the 2010-2011 school year & 60% of IEP students in terms of courses ending in a Regents exams will pass the Regents
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>• Identify students with IEPs in each grade/course</li> <li>• Identify students with IEPs who failed/did poorly in science using HSST reports.</li> <li>• Set-up individualized plans – Involve SE teachers in creating plans.</li> <li>• Teachers will confer with IEP students to set monthly goals</li> <li>• Use tests, quizzes and “do nows” to monitor misconceptions/deficiencies.</li> <li>• Use item analysis results from mock Regents to group students by skills for differentiating instruction.</li> <li>• Use TAP periods for <ul style="list-style-type: none"> <li>• Small group instruction, including use of Wilson Reading program</li> <li>• Time management</li> <li>• Study skills</li> <li>• Content area support</li> </ul> </li> </ul>

- Recommend mandatory tutoring for all IEP students
- IEP students in Regents term courses will be encouraged to
  - participate in test prep sessions during TAP, after school or Saturday programs.
  - complete assignments for math test preparation
  - use the online test prep site regentsprep.org.
- Science & SE teachers will monitor student participation in Regents prep programs
- Use to identify and monitor weak skills to support instruction.
- Use item analysis results from interim assessments and mock Regents to determine areas of strength & weakness for delivery of instruction
- Hold PD on differentiation and scaffolding by Partnership for Teacher Excellence.
- Set-up inter-visitation opportunities for teachers to see best practices in conferring, differentiated instruction, questioning techniques, infusing rigor in the curriculum, inclusion (team teaching) strategies
- Support techniques will be incorporated into the daily instruction.
  - Scaffolding will become part of the classroom culture.
  - Science teachers will increase wait time before scaffolding questions for IEP students, requesting peer assistance for an IEP student, selecting another student.
  - Extended time or abridged test forms will be used to allow students to demonstrate mastery & incorporate test accommodations.
  - Test modifications
- SE & science teachers will assist students in
  - creating vocabulary aids.
  - designing organizers
  - making flash cards
  - formats for note taking
  - devising study skills to improve learning
- Incorporation of engaging/interactive activities to increase learning
  - problem solving groups
  - lab station work groups

	<ul style="list-style-type: none"> <li>• peer-to-peer support</li> <li>• real-world situations</li> <li>• Science &amp; SE teachers will monitor participation, completion of activities, progress</li> <li>• Increased parent involvement <ul style="list-style-type: none"> <li>• School staff will make phone calls to contact parents about student progress</li> <li>• Increased teacher contact with parents of students not performing up-to-expectations</li> <li>• Parent coordinator &amp; attendance teacher support classroom teachers in outreach &amp; getting information to parents</li> <li>• PA to recruit parent volunteers to contact other parents to participate in informational sessions.</li> </ul> </li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Title I &amp; TL Incremental allocations will be used to fund after school &amp; Saturday programs.</li> <li>• C6 periods will be utilized for small group instruction to target areas of weakness.</li> <li>• Science &amp; SE teachers will work with coaches/mentors funded by C4E allocation to increase repertoire of techniques for conferring, differentiation, small group instruction to support students</li> <li>• Science &amp; SE teachers will collaborate in planning of instructional supports for IEP students</li> <li>• Title I allocation will be used to fund professional development on differentiation, scaffolding techniques, collaboration in the inclusion classroom, questioning techniques.</li> <li>• Search for grants to fund additional PD sessions for content area techniques &amp; resources and other instructional support strategies in the inclusion classroom</li> <li>• CTT teacher will provide push-in support in the 11<sup>th</sup> grade science classroom.</li> <li>• Solicit parent support <ul style="list-style-type: none"> <li>○ Parent coordinator &amp; attendance teacher to have staggered schedules to reach out to working parents</li> </ul> </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>	<ul style="list-style-type: none"> <li>• Monthly conferences with students focused on <ul style="list-style-type: none"> <li>○ Goal setting</li> <li>○ Progress</li> <li>○ Performance</li> </ul> </li> </ul>

- Monitor
  - Grades on tests, quizzes, projects, homework, notebooks, lab participation & write-ups, and other assignments
  - Class participation and low inference observations.
- “Mock” Regents results Dec '10, Jan '11, May '10, June '10
- Analysis of MOCK Regents data to determine weak areas for focus of support sessions.
- Make-up courses
  - Grades on tests, quizzes, projects, homework, and other assignments
  - Class participation and low inference observations.
- Interim Assessment results
- Report card grades
- Regents exams marks
- Quarterly review of Scholarship Report
- Attendance & participation in supplementary programs

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT  
FOR ALL SCHOOLS**

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

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and 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	60	62	60	60	100			
10	60	50	70					
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**

Name of Academic Intervention Services (AIS)	<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.).
<b>ELA:</b>	9 <sup>th</sup> & 10 <sup>th</sup> grade students are provided, with additional periods built into the daily program. Saturday & after school test prep sessions are offered to HS students getting ready for NYS exams. Special Ed students receive Writing and note taking in small groups during the day. ELLs benefit from the Great Leaps program with their ESL teachers in small groups. TAP sessions take place twice weekly and provide students with differentiated instruction in small groups.
<b>Mathematics:</b>	All students are provided with additional periods built into the daily program. Saturday & after school test prep sessions are offered to HS students getting ready for NYS exams. TAP sessions take place twice weekly and provide students with differentiated instruction in small groups. Before school tutoring groups provide support for struggling students
<b>Science:</b>	After school & Saturday sessions provide curriculum & test question review in small groups for students taking NYS exams. 9 <sup>th</sup> grade students who scored level 2 or below on 8 <sup>th</sup> grade NYS exams receive support through a science and sustainability course & a literacy skills in the content area class. TAP sessions take place twice weekly and provide students with differentiated instruction in small groups
<b>Social Studies:</b>	After school & Saturday sessions provide curriculum & test question review in small groups for students taking NYS exams
<b>At-risk Services Provided by the Guidance Counselor:</b>	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
<b>At-risk Services Provided by the School Psychologist:</b>	
<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. These services are supplemented by the four social work interns as well as gender specific groups organized by the school social worker.
<b>At-risk Health-related Services:</b>	

**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) Language Allocation Policy to this CEP.

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

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) \_\_\_\_\_ Number of Students to be Served: \_\_\_\_\_ LEP \_\_\_\_\_ Non-LEP

Number of Teachers \_\_\_\_\_ Other Staff (Specify) \_\_\_\_\_

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

**Section II. Title III, Part A LEP Program Narrative**

**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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**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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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<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>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<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.
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.

#### **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.
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.
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>.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$227,381	\$7,618	
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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**

**School Parent Involvement Policy**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore Excelsior Preparatory High School (EPHS)[*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support

of student achievement between our school and the families. Excelsior Preparatory High School's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community.

Excelsior Preparatory High School; will support parents and families of Title I students by:

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

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

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

Preparatory High School will:

- ❖ Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- ❖ Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ❖ Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- ❖ Support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Advisory
- ❖ Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- ❖ Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Information and Action (OFIA);
- ❖ Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- ❖ Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- ❖ Host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- ❖ Schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- ❖ Translate all critical school documents and provide interpretation during meetings and events as needed; and
- ❖ Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

***Excelsior Preparatory High School will further encourage school-level parental involvement by:***

- ❖ Holding an annual Title I Parent Curriculum Conference;
- ❖ Hosting educational family events/activities during Open School Week and throughout the school year;
- ❖ Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Advisory Council;
- ❖ Supporting or hosting OFIA District Family Day events;
- ❖ Establishing a Parent Resource Center or lending library; instructional materials for parents.
- ❖ Hosting events to support, men in asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- ❖ Encouraging more parents to become trained school volunteers;

- ❖ Providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- ❖ Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- ❖ Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- ❖ Provide workshops to parents on the Edline Computer Software system to enable them to monitor their child/children’s day to day academic progress.

***Section II: School-Parent Compact***

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

***School Responsibilities:***

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

- ❖ using academic learning time efficiently;
- ❖ respecting cultural, racial and ethnic differences;
- ❖ implementing a curriculum aligned to State Standards;
- ❖ offering high quality instruction in all content areas;
- ❖ providing instruction by highly qualified teachers and when this does not occur,

- ❖ notifying parents as required by the No Child Left Behind (NCLB) Act

***Support home-school relationships and improve communication by:***

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

***Provide parents reasonable access to staff by:***

- ❖ Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- ❖ notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- ❖ arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities; and
- ❖ planning activities for parents during the school year (e.g., Open School Week);
- ❖ monitor my child’s assignment, projects and academic calendar through Edline.

***Provide general support to parents by:***

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

***Parent/Guardian Responsibilities:***

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

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

***Student Responsibilities:***

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

❖ always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by \_\_\_\_\_ on \_\_\_\_\_.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

## **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.
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:
    - 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.

3. Instruction by highly qualified staff.
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 Schoolwide 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.

## **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 <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

**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.

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**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.

**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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **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.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.
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.

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School Under Registration Review (SURR)

**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: 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.)

Three Students in Temporary Housing

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

### **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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Excelsior Preparatory High School					
<b>District:</b>	29	<b>DBN:</b>	29Q265	<b>School</b>		342900011265

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7		11	v
	K		4		8		12	v
	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	0		87.2	85.3	84.9
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0				
Grade 3	0	0	0				
Grade 4	0	0	0				
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0				
Grade 8	0	0	0				
Grade 9	121	146	171				
Grade 10	112	87	112				
Grade 11	87	100	86				
Grade 12	83	81	92				
Ungraded	0	0	0				
<b>Total</b>	<b>403</b>	<b>414</b>	<b>461</b>				

  

<b>Student Stability - % of Enrollment:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	92.0	95.0	91.0

  

<b>Poverty Rate - % of Enrollment:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
	69.8	72.8	73.6

  

<b>Students in Temporary Housing - Total Number:</b>			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
	5	14	8

  

<b>Recent Immigrants - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	4	2	2

<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	0	Principal Suspensions	37	12	10
# in Collaborative Team Teaching (CTT) Classes	45	59	60	Superintendent Suspensions	10	11	6
Number all others	8	8	15				

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	N/A	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</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	0	TBD	Number of Teachers	23	25	24
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	8	8	7
# receiving ESL services only	11	14	TBD	Number of Educational Paraprofessionals	1	1	2
# ELLs with IEPs	1	1	TBD				

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
	10	20	58	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	34.8	68.0	83.3
				% more than 5 years teaching anywhere	39.1	40.0	58.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	80.0	79.2
American Indian or Alaska Native	0.7	0.2	0.4	% core classes taught by "highly qualified" teachers	88.3	96.6	100.0
Black or African American	85.6	85.0	87.9				
Hispanic or Latino	6.9	7.5	8.5				
Asian or Native Hawaiian/Other Pacific	3.0	3.1	2.8				
White	0.5	0.7	0.2				
<b>Male</b>	55.6	57.0	56.0				
<b>Female</b>	44.4	43.0	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	v	v

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

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	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:

Elementary/Middle Level		Secondary Level	
ELA:		ELA:	v
Math:		Math:	v
Science:		Graduation Rate:	v

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

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

American Indian or Alaska Native				-	-	
Black or African American				v	v	
Hispanic or Latino				-	-	-
Asian or Native Hawaiian/Other Pacific Islander				-	-	-
White						-
Multiracial				-	-	-
Students with Disabilities				-	-	-
Limited English Proficient				-	-	-
Economically Disadvantaged				v	v	
<b>Student groups making</b>				<b>3</b>	<b>3</b>	<b>1</b>

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>				
<b>Overall Letter Grade:</b>	A	<b>Overall Evaluation:</b>				NR
<b>Overall Score:</b>	73.2	<b>Quality Statement Scores:</b>				
<b>Category Scores:</b>		Quality Statement 1: Gather Data				
School Environment:	8.7	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	18.2	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	41.8					
<i>(Comprises 60% of the</i>						
Additional Credit:	4.5					

<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>04</b>	District <b>29</b>	School Number <b>265</b>	School Name <b>Excelsior Prep HS</b>
Principal <b>Lilly N. Lucas</b>		Assistant Principal <b>Hassan Fuller</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>Ms. Coleman/English</b>		Guidance Counselor <b>Ms. Minkowsky</b>	
Teacher/Subject Area <b>Mr. McKenzie/Math</b>		Parent <b>Mrs. Sue Burgher</b>	
Teacher/Subject Area <b>Mr. Leggio/Global</b>		Parent Coordinator <b>Ms. Anne Bernard</b>	
Related Service Provider <b>Ms. Sheffield</b>		Other	
Network Leader <b>Derek Jones (Deputy)</b>		Other	

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

### C. School Demographics

Total Number of Students in School	<b>465</b>	Total Number of ELLs	<b>14</b>	ELLs as Share of Total Student Population (%)	<b>3.01%</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.
- After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
  - Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

- Home Language Identification Survey (HLIS) are given to parents upon admission of children. Translators are available in French and Haitian-Creole in the school. Certified ESL teacher will provide standards-based instruction based on the New York State English as a Second Language Achievement Tests (NYSESLAT) as mandated by the Commissioner's Regulation Part 154.
- Parent/student orientation sessions are given where program placement options are presented with clarity in both home language and English.
- Once Lab-R test results are received from the DOE letters are sent via mail and back pack to parents in language available.
- Students are placed in classes based on LAB-R results. Mandated time is allotted for students.
- Parent Survey and Program Selection forms reveal that parents requested free standing ESL at their choice of preference. Only choice available.
- Parents are notified that only freestanding is available at this school.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b>	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
Check all that apply	

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	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0	0	0	0	5	3	3	3	14
<b>Push-In</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	5	3	3	3	14

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	11	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

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	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	11	0	0	3	0	0	0	0	0	14
<b>Total</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>14</b>

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

### C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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): <u>0</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American:	Asian: Hispanic/Latino:
Native American:	White (Non-Hispanic/Latino): Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

# 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.

1. Self-contained and homogeneous
  2. Programmed according to classes for mandated periods: beginners/3 classes/per day/per week; intermediate have 2 classes/per day/per week.
  3. Following standards for ELL and ELA and differentiating instruction.
  4. Depends on the ability of the group; according to their levels of performance.
- LEP students who have not met performance standard in writing
1. Writing workshops
  2. St. John's Liberty Partnership on Saturdays in writing
  3. Writing assignments to react to newspaper articles
- LEP students who have not met the performance standard in reading
1. Maintain a daily journal based on reading the newspaper. Write and react to issues.
  2. Attend Saturday program at St. John's Liberty Partnerships Program where students will be given targeted assistance in developing reading skills.

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

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

**Native Language Arts and Native Language Support**



9. Homework helpers and multicultural clubs

10. Read 180

11. N/A

12. Yes

13. Orientation

14. Spanish

**C. Schools with Dual Language Programs**

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

N/A

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

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

Q-Tel sessions between licensed ESI teacher and other invited professionals in that field.

**E. Parental Involvement**

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

1. Parent workshops

2. Conferences

3. ISA IIFC

4. Counseling support in adjustment for US Ed. System and graduation requirements, school rules

## 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)	0	0	0	0	0	0	0	0	0	3	1	2	0	6
Intermediate(I)	0	0	0	0	0	0	0	0	0	2	1	0	1	4

Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	1	2	3
Total	0	0	0	0	0	0	0	0	0	0	5	2	3	3	13

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual 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	3		2	0
Math <u>A</u>	2			
Math <u>B</u>				
Biology				
Chemistry	1			
Earth Science				
Living Environment				
Physics				
Global History and Geography	2			
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 a 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.

1. Need assistance in reading and writing/listening
2. The majority are beginning level
3. Will be more focused in modalities where students need the most help
4. N/A
5. N/A
6. Based on graduation rates; class work; regents and NYSESLAT results.

**Additional Information**

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

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: 29Q265**

*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:	\$227,381	\$7,618	234,999
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,273.81	76.18	2,349.99
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,369.05	*	
4. Enter the anticipated 10% set-aside for Professional Development:	22,738.10	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
93%

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.  
*Teachers who are not highly qualified are taking professional development courses and/or are working towards their masters.*

\* 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

### School Parent Involvement Policy

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

Excelsior Preparatory High School; will support parents and families of Title I students by:

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

- ❖ competency in order to build stronger ties between parents and other members of our school community;

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

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

- ❖ Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- ❖ Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ❖ Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- ❖ Support school-level committees that include parents who are members of the School Leadership Team, the Parent-Teacher Association and Title I Parent Advisory

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

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

***Excelsior Preparatory High School will further encourage school-level parental involvement by:***

- ❖ Holding an annual Title I Parent Curriculum Conference;
- ❖ Hosting educational family events/activities during Open School Week and throughout the school year;
- ❖ Encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Advisory Council;
- ❖ Supporting or hosting OFIA District Family Day events;
- ❖ Establishing a Parent Resource Center or lending library; instructional materials for parents.
- ❖ Hosting events to support, men in asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- ❖ Encouraging more parents to become trained school volunteers;
- ❖ Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- ❖ Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- ❖ Providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- ❖ Provide workshops to parents on the Edline Computer Software system to enable them to monitor their child/children's day to day academic progress.

## ***Section II: School-Parent Compact***

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

### ***School Responsibilities:***

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

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

### ***Support home-school relationships and improve communication by:***

- ❖ conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

***Provide parents reasonable access to staff by:***

- ❖ Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- ❖ notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- ❖ arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities; and
- ❖ planning activities for parents during the school year (e.g., Open School Week);
- ❖ monitor my child's assignment, projects and academic calendar through Edline.

***Provide general support to parents by:***

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

***Parent/Guardian Responsibilities:***

- ❖ monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

***Student Responsibilities:***

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by \_\_\_\_\_ on \_\_\_\_\_.

This Parent Involvement Policy was updated on \_\_\_\_\_.

The final version of this document will be distributed to the school community on \_\_\_\_\_ and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

**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.

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:
    - 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.
3. Instruction by highly qualified staff.
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 Schoolwide 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.

## **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 <i>(i.e., Federal, State,</i>	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.

<sup>2</sup> **Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	2-12
Title I, Part A (ARRA)	Federal	✓				✓	2-12
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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- **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:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
  - **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.

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;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.