



EXIMIUS COLLEGE PREPARATORY ACADEMY: A COLLEGE BOARD SCHOOL

2010-2011 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: 09X250

ADDRESS: 1363 FULTON AVE. BRONX, NY 10456

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X250 **SCHOOL NAME:** Eximius College Preparatory Academy

SCHOOL ADDRESS: 1363 Fulton Avenue, Bronx, New York 10456

SCHOOL TELEPHONE: 718-992-7154 **FAX:** 718-590-1081

SCHOOL CONTACT PERSON: Tammy Smith **EMAIL ADDRESS:** TSmith5@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Christopher Boyd

PRINCIPAL: Tammy Smith

UFT CHAPTER LEADER: Harvey Zuckerman

PARENTS' ASSOCIATION PRESIDENT: Rene Ferguson

STUDENT REPRESENTATIVE:
(Required for high schools) Elliot Alvarado

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** 603

NETWORK LEADER: Richard Cintron

SUPERINTENDENT: Elena Papaliberios

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
Tammy Smith	*Principal or Designee	
Harvey Zuckerman	*UFT Chapter Chairperson or Designee	
Renee Ferguson	*PA/PTA President or Designated Co-President	
Sajo Touray	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Edgardo Camacho	DC 37 Representative, if applicable	
Shaquille Waldron Christina Iglesias	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Chris Boyd	Member/Teacher	
Shaneequa Cameron	Member/Teacher/Dean	
Williemae Williams	Member/School Social Worker	
Amy Frost	Member/Teacher	
Monique Green	Member/Parent	
Clarence Collins	Member/Parent	
Shermain Smith	Member/Parent	
Yania Gonzalez	Member/Parent	
Herman Boyd	Member/Parent	

(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.

We are motivated by the belief that all students deserve a personalized, quality education that meets their individual needs. We believe that all students can achieve their fullest potential and thrive in excellent schools. Our mission is to develop high-achieving students of good character who use academic, technological, and social skills to inspire others, succeed in college, and accede to positions of social power that improve the community and the broader nation. Eximius Academy students learn in a supportive and challenging environment that stresses seven core values; (a) academic excellence, (b) community citizenship, (c) unity of being, (d) reflective living, (e) self-determination, (f) compassion, and (g) integrity.

We believe students must aspire to personal excellence in order to be successful in college and in life. Personal excellence is the ability to achieve one's full academic and social potential, mastering content and strategies to use in different situations. We assist students in mastering the challenges of a rigorous college preparatory curriculum, guide them through the college entrance process, and prepare them for success. Our coursework is designed to afford students the knowledge, skills, and strategies needed to pass the Regents, do well on their SAT's, and succeed in college.

Our students come to us with a multitude of needs. Currently we have 358 students in grades eight through twelve. 43.8% of our students are African American, 53.1% Hispanic, 0.3% Asian-American, and 0.5% White. All of our students receive free lunch. 14% of our population is classified as needing Special Education services and 8% is classified as ELL.

Through exposure to the best-trained teachers and staff, and state-of-the-art instruction and support, our students are inspired to set the highest academic standards and career goals for themselves. Our students learn to think critically, to communicate effectively, and to be open to new experiences and ideas. They are trained to become lifelong learners who are receptive to wide range of ideas and beliefs. In turn, a strong school community – families, teachers and staff equally committed to these high ideals – support our students and provide a solid foundation for their success.

Our focus on cooperative group work and accountable talk in the classrooms, regular community rituals and celebrations expose students to the social skills they need to succeed. Accountable student-to-teacher and student-to-student discussion and questioning are the center of each lesson. Classroom expectations for students as listeners and speakers are clear. Students build strong interpersonal skills through their experiences inside of the classroom and within the school. Regular community rituals and celebrations build camaraderie amongst students, staff, parents, and the community.

At Eximius students undergo transformational, educational, and personal experiences that enable them to achieve their greatest personal and economic potential, and become valuable contributors to the pluralist society in which we live. At Eximius Academy students and staff do more than learn; they INSPIRE. They use their knowledge and skills to teach and motivate others in their school and their

community. We understand that strengthening our broader community is as important as strengthening our school. After leaving the Academy, our graduates will have the skills and character to lead and motivate others and succeed in college, their career and life!

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					
School Name:	Eximius College Preparatory Academy: A College Board School				
District:	09	DBN #:	250	School BEDS Code:	320900011250

DEMOGRAPHICS									
Grades Served in 2009-10:	<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 checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		91.9/ 87.4	93.1/86	84.1%		
Kindergarten	0	0	0						
Grade 1	0	0	0	Student Stability: % of Enrollment					
Grade 2	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	0	0	0		94.4	97.1	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	Poverty Rate: % of Enrollment					
Grade 6	60	50	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	63	50	49		56	71.4	70.3		
Grade 8	71	55	46						
Grade 9	88	100	82	Students in Temporary Housing: Total Number					
Grade 10	82	83	99	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	54	43	41		2	3	6		
Grade 12	0	58	68						
Ungraded				Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	418	439	386		3	3	0		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(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	47	51	60		
No. in Collaborative Team Teaching (CTT) Classes	6	16	46						

DEMOGRAPHICS							
Number all others	22	25	9	Superintendent Suspensions	13	12	7
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	N/A	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	21	24	23	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	1	10	(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	28	29	26
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	6	6
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	0	0	0
	3	2	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(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	100	100
American Indian or Alaska Native	0.7	0.7	0.5	Percent more than two years teaching in this school	7.1	24.1	61.5
Black or African American	49.8	48.7	43.8	Percent more than five years teaching anywhere	35.7	34.5	16.5
Hispanic or Latino	47.8	49.2	53.1	Percent Masters Degree or higher	71.0	55.0	69.23
Asian or Native Hawaiian/Other Pacific Isl.	0.7	0.2	0.3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.3	88.0	90.00
White	1.0	0.2	0.5				
Multi-racial							
Male	42.6	46.5	45.3				
Female	57.4	53.5	54.7				

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 type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<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)				

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

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓	✓	✓	80.03	✓
Ethnicity							
American Indian or Alaska Native				-	-		
Black or African American	✓	✓	-	✓	✓		
Hispanic or Latino	✓	✓	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Other Groups							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	✓	✓		✓	✓	-	
Student groups making AYP in each subject	4	4	1	3	3	0	

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	NR / A	Overall Evaluation:	√
Overall Score	NR/ 78.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment (Comprises 15% of the Overall Score)	NR/ 7.0	Quality Statement 2: Plan and Set Goals	√
School Performance (Comprises 25% of the Overall Score)	NR/ 22.7	Quality Statement 3: Align Instructional Strategy to Goals	√
Student Progress (Comprises 60% of the Overall Score)	NR/ 42.7	Quality Statement 4: Align Capacity Building to Goals	√
Additional Credit	3.0/ 6.0	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?
-

Student Performance Trends

Our most recent NYC middle school progress report indicates a slight decline of scores for both ELA and Math, a result of the State's recalibration of testing outcomes. In 2006- 2007 we received a B in MS and then were downgraded to an F for our middle school during the 2007- 2008 school year. We received an A for both our middle school and high school during the 2008- 2009 school year. During the 2008- 2009 school year 57% of students made a year's progress in ELA. This was a 22.75 improvement over the previous year. In Math 63.75% of students made one year's progress as compared to 41% the previous year. This represented a 23.75 increase. For 2009-2010 we missed getting an A by a mere 0.8 and this was due a low score on the School Environment Survey. Our student performance remained an A, while Student Progress was a B and these are extremely good indicators of our success. Our NCLB status is that we are a school **In Good Standing**.

The strategies that proved to help our students included the following:

- All students in the lowest quarter of each class were given academic intervention services targeting specific deficiencies. These services included supplemental instruction in math and ELA as well as after school tutorials.
- Although we are phasing out our middle school, the current 8th grade being the last, Middle School teams reviewed the state exams for the previous 5 years and disaggregated the data to determine the areas in which students must achieve mastery. Leveled differentiation was effected based on this data. The data disaggregation also enabled teachers to determine the content trends that were heavily represented in the state exams.
- Curriculum maps were revised to highlight the targeted areas that needed to be taught and assessed.
- We implemented a peer mentoring program where HS students pushed into classes and helped with small groups.
- We mandated after school tutoring for the bottom third of all students in all three grades taught by middle school and high school teachers. In addition, all middle school students were required to attend a series of five after school review sessions averaging two hours per session.

In addition, 94.44% percent of our seniors that were with us last school year graduated on time. Based on their 9th grade cohort (those who started with us Fall 2005) we had an 80.3 % graduation,

way above the city median.

This came about through hard work in monitoring students' progress on a regular basis in which teachers created and implemented Action Plans to ensure that students with failing marks were given all the assistance needed to earn credits. We also, established 9th and 10th period credit recovery classes for such students via supervised and independent study programs. We also structured our summer program for credit recovery so that theoretically a student can recover as much as 8 credits in summer school, provided they had already completed the required seat time during the school year. Furthermore, we registered some of our students for credit recovery distance education courses in Aventa. Such students were able to retake courses online under the strict supervision of a teacher. We continue to implement and refine these strategies.

Other Initiatives:

Teacher goal setting We focused more firmly on teacher goal setting. Teachers were required to articulate their annual S.M.A.R.T. (specific, measurable, attainable, realistic, timely) goals at the beginning of the school year and these goals were revisited quarterly throughout the year. Teachers resubmit their annotated goals every quarter and individually meet with their AP to discuss their progress. During an end-of-the-year meeting, the AP assists teachers in setting their goals for the incoming year.

Student goal setting We added a school-wide goal setting initiative- where all students created long and short term goals for every class they took. Teachers assisted their students in refining goals to make them achievable and measurable throughout the school year. Last year, student goal setting was made tighter with the introduction of a teacher-structured uniform template and the transfer of goal setting monitoring to the advisories. This year, the template has been refined with a decidedly heavier emphasis on graduation requirements and credit accumulation.

Educational technology We added two more Smartboards this year so that we now have a total of 8. We have programmed our teachers to move from class to class instead of staying in only one classroom. This enables most of them to make extensive use of the SmartBoards. In addition, every teacher in the school is now proficient in the use of LCD projectors. Every classroom without a SmartBoard is equipped with an LCD projector. We just purchased a total of 32 Lenovo netbooks. We will incept an after school technology program to make good use of the new equipment. In addition, our students have access to laptop and desk top computers. Students who are enrolled in an online credit recovery program (Aventa) take full advantage of our laptops under teacher supervision. Computers dedicated for the use of seniors for their online College Summit portfolio creation are in the Guidance Suite. The Lenovo notebooks and laptops also are used for this purpose.

New science laboratory Our new Science lab was completed in September 2009 and has been in full operation since. The laboratory is fully equipped with the tools and technology for our high school science courses. The lab has a prep room next to it and next to prep room is a demo room. Previously, we had to share a lab with the Bronx School for Math and Technology (the other school with whom we share the building). Having own lab now enables us to complete our lab requirements in a timely fashion. To maximize the use of the facility and to enable students to benefit from it, all science classes are now required to use the lab once week for hands on tasks such as experiments, science projects, or lab work that meets the Regents mandates.

New school library. A new state of the art school library, with full technology capacity, shared by Eximius and Bronx Center for Math and Science was inaugurated in January of the current year. A full time librarian has been hired and the library is now poised for full service. The library will provide both schools with research capabilities that will enable our students to be on par with students of schools with similar facility.

A-Plus mobile labs. We just had our two mobile labs repaired and now in good working order. These mobile labs could be rolled over to any science classroom for hands on lab work. Teachers need not wait for their weekly turn to use the science lab since they can use the mobile lab during any period throughout the wee. Our science teachers were provided with training for the use of the mobile labs by the manufacturer.

Parent Coordinator. Our parent coordinator continues to work hard to improve services to parents (communication -- parent surveys, monthly mailings; parent participation in school activities, PTA, and SLT; provision of various workshops; act as liaison to parents for teachers, staff, and administration, help maintain the school website and other myriad tasks). She emails/phones parents on the regular basis and has continually improved our relations with parents and families. This is evident from the improvement in all areas of the parent survey last school. Indeed, she has made her mark and has brought the communication level with parents and their involvement with the school to heights never seen prior to her joining the school.

Switch from ISC to CFN Last year, in our efforts to make use of the best available support, operational and academic, we have switched our affiliation from the ISC to CFN. This move has proven to be judicious and timely. Our CFN network has been very responsive to our needs and constantly visits us not only to monitor compliance issues, but more so, to provide needed academic support (instructional and curricular resources and knowledge management in all content areas) as well as assistance in matters involving budget/procurement, safety, health, guidance, inquiry teams, testing, special education, attendance, data/lt, ELL. To date, we had not had any request from them that has not been answered expeditiously.

Greatest Accomplishments

Eximius is proud to be in Good Standing with NCLB at the end of the 2010 school year.

Maintenance of a high graduation rate for our second batch of seniors. By the end of summer 2010, 94.44% of the seniors attending Eximius completed their graduation requirements and earned their Eximius diplomas

During our second graduation ceremony on June 23, 2010, we were unabashed in enumerating the promises we had given to parents when they entrusted us their 9th graders to us in 2006-2007 They are quoted verbatim here:

“Four years ago, when you had chosen Eximius, we had committed to provide you with small high school that was akin to private and parochial schools in terms of tone, curriculum, and college orientation. We have delivered on our promise:

- 1. You joined a school with core values such as academic excellence, community citizenship and self determination. Your teachers modeled these values and continuously integrated it in their teaching. Teachers like Ms. Breitling exposed you to the importance of community service (NY Cares) and staff members such as Ms. Williams and Ms. Gaines supported you socially and emotionally as well as helped insure you had what you needed to be standing before us today.*
- 2. You joined a school with a strict uniform policy and a set of behavioral non-negotiables that was in place. Although it was a struggle every day to implement the policy with most of you, we believe you finally understood the importance of dressing like a professional.*
- 3. You joined a school with a rigorous College Board curriculum that included Advanced Placement courses, College Ed, Springboard, and College Summit. We also provided each of you with additional instructional hours in Math, Science, and English; and made*

available Saturday Academy and after school tutorials. In fact, your first year with us, I'm sure everyone remembers the 8:30 am- 6 pm days!

4. *You joined a school that planted the college dream in your hearts and minds as early as the 9th grade and relentlessly nurtured this dream through monthly college days and visits to colleges and universities.*
5. *You joined a school that over the years provided you with a myriad of after school activities: jewelry making; basketball, flag football, fencing, martial arts, poetry jams, literary magazine, STEP, hip-hop dancing, theater arts, and others.*
6. *You joined a school that over the last four years has always made adequate yearly progress, has always been considered a school in good standing by the NY State Department of education and that has always received a well developed or proficient on our Quality Review.*
7. *You joined a school where administrators, teachers and staff never gave up on you. We are happy to say this year that 95% of you have been accepted to and are going to college in September and one of you will be joining the Marines. This is an amazing accomplishment! (Update: after summer school 2009, the school posted 100% college acceptance.)*
8. *On your part, you have become a close knit family. You have learned to care for one another and support each other. We have seen this through your triumphs and struggles particularly this year. We watched as most of you worked hard in your classes to ensure you earned your final credits, and passed your Regents exams to earn a seat here today. As you will see when your diplomas are given, many of you earned advanced Regents diplomas or Advanced Regents with honors. This is an amazing triumph."*

The above came about due to the fact that we do the following:

College prep culture. Eximius College Preparatory Academy is a College Board high school with an emphasis on personal excellence. We are a in our fifth year and currently serve grades 6-12. Our mission is to develop high-achieving, students of good character who use academic, technological and social skills to inspire others, succeed in college and accede to positions of social power that advance their community and the broader nation.

The academy is committed to assist its students in mastering the challenges of a rigorous college preparatory curriculum guiding them to college entrance and preparing them for success. We offer a curriculum that fosters high academic achievement for all students. We support post-secondary articulation by providing coursework options that are designed to afford students the knowledge, skills and strategies they need to pass the Regents, do well on the SAT's and succeed in college.

We ensure College Access and Success

- Early College Preparation
- Rigorous College Preparatory Curriculum
- College Board Programs and Services
- Monthly College Day
- Quarterly College Visits
- Advanced Placement courses in English, Science, Social Studies, and Foreign Language
- College Now Program with Lehman College
- College courses at Monroe College

Data driven culture. Another significant accomplishment is the development of a data driven culture at the school. The collection, analysis, and interpretation of summative data about student performance and progress is now a standard practice at the school. Teachers administer pre- and post-tests for every new topic they teach in their content areas. We provided teachers with a new tool, EDUWARE test maker that enables each teacher in the core areas to create Regents level exams for each topic that they teach.

Feedback-driven culture. Teachers give students descriptive feedback on all assignments. This feedback provides students with an understanding of what they are doing well, and gives them next steps in the learning process. Goal Setting: Teachers have students create long term goals at the beginning of the school year and then create a short term goal each marking period The teacher then reviews the goals periodically with students to assess their progress towards set goals and to discuss next steps. Observations: Teachers observe students throughout each lesson to see whether students are on task, and to assist students with their work. These data are recorded in the form of checklists, anecdotes and merit or demerit charts. This information is used for conferencing with students and their parents and to inform instructional planning.

Use of effective questioning strategies. Teachers ask questions at varied levels (Blooms Taxonomy). The answers to these questions give teachers feedback on student's proficiency or deficiency. Examples include: Learning Logs and Exit Slips: Teachers create a question that is aligned to their learning objective and students answer the question in writing. Teachers then read the learning logs or exit slips to adjust their teaching for the next lesson. Thumbs up/thumbs down and red/green (stop/go) cards are other examples of questioning strategies teachers use. Think –pair-share: Giving students a topic or question asking them to think about it then asking them to share their answer with a partner.

Use of formative assessment. Formative Assessment Data is used to maximize individual students' learning, to gauge students' progress; modify teaching, create interventions and to assign grades. These include intra-lesson assessments, quizzes, homework assignments, learning log entries, exit passes, unit tests, weekly/monthly tests, and portfolio entries.

Use of summative assessment data. Teachers and administrators at the Academy use summative assessments periodically to determine at a particular point in time what students know and do not know. We use these data to assess students learning relative to content standards. These data are also used to evaluate the effectiveness of the program, and to design school goals/ improvement plans. In addition, these data are used to choose inquiry team focuses. These data include the use of PSAT's and SAT's, state and city assessments, Acuity assessments, interim assessments (mock Regents given 4x per year), end-of-unit or chapter tests, mid terms, final exams, projects and portfolios. We provide training for our parents on how to access data on their child and the school using Aris and SnapGrades (our online grading program).

Use of teacher professional portfolio. Each teacher has a Professional Portfolio that contains their student data and assessments. This data is continuously updated, analyzed, synthesized and utilized to inform goal setting and delivery of instruction. The portfolio consists of the following:

Professional Portfolio
Table of Contents

- I. Introduction
 - Teacher Schedule
 - Course Themes and Descriptions
- II. 4 Unit Plans

- Unit Reflection (Projection/Diary Map)
- Unit Plans
- Vertical Team meeting agendas (focused on Unit Planning)
- Horizontal Team meeting agendas (focused on Unit Planning)
- III. Standards
 - State and City Assessments Calendar
 - Current State Standards
 - CCSS
- IV. Performance Indicators
 - Master List of Common Assessments Results
 - Performance Tasks
 - Performance Tasks results (include student samples)
 - Classroom Assessments
 - Student Reports (progress & attendance reports)
- V. Peer Observations
 - Written Observation
 - F.A.D.A.F.
- VI. AIS
 - Targeted list of students
 - *Low/High performers
 - Inquiry Team meetings
 - *Lessons
 - *Proficiency Target (for AIS)
- VII. Efficacy Goal Sheet
- VIII. SQR Goal Page

Goal-setting culture: Another area in which the school has made significant strides is the development of a goal setting culture. All factions at the school are engaged in goal setting. Examples of goal setting at Eximius:

- **CEP goals.** On an annual basis we create a Comprehensive Education Plan. This is the document that guides our work throughout the year. This document is created by the SLT collaboratively with all staff members and addresses the most urgent needs of our Academy.
- **Vertical Team goals** At the onset of each year each vertical team creates goals that guide their work throughout the year.
- **Inquiry Team goals.** Every teacher in our school is part of an inquiry team. Our bottom third students (based upon their 8th grade outcomes in Math and ELA) are all placed in the inquiry group. Last year, the focus on intervention was on writing skills across the curriculum. This year, it is literacy improvement (reading and writing) across the curriculum. The thinking inheres in the belief that literacy improvement drives improvement in all content areas.
- **PTA goals.** Immediately after being formed the PTA sat down and created an action plan for the year. These goals are the focus of their years work.
- **Teacher goals.** All teachers create a set of SMART goals for the year. The Assistant

Principals assess these goals on a regular basis to check on progress towards the achievement of desired outcomes. The APs meet with their supervisees at the beginning of the school year and quarterly thereafter to review the goals. Teachers also resubmit their goals with reflective annotations on their progress on a quarterly basis.

- **Student goals.** Since goal setting is a way of life at the Academy it is also expected that our students engage in goal setting. At the onset of the year every student completes a goal setting sheet in each of their content area classes. The form asks them to list two long term goals and then to create a short term goal for each marking period. Teachers then review the goals and assist students in making changes to their goals to ensure that each student is challenged accordingly. Teachers then regularly assess students' growth towards established goals and assist them in creating new one's when needed.
- **Student end-of-marking-period goal conferencing** In addition to the goal setting sheets students also meet with teachers at the end of each quarter for a goal setting conference. During this conference the teacher and student assess whether the goal was met and then collaboratively design a new goal for the next quarter. At minimum students conference with teachers on a quarterly basis. In many classrooms conferencing takes place more often, biweekly or monthly as needed.

Each of these goal setting structures allow individuals to think about where they are and focus on the steps they need to take to reach their established goals. All factions revisit, review and update their goals to make sure that they are aligned to the school's mission and that desired outcomes are achieved.

Increase of marking periods from 4 to 6. In order to provide parents more opportunities to monitor their child's academic progress we have increased our marking periods (and report card distribution) from four to six. The increase also provides students with more opportunities to improve their performance and outcomes. There will be no surprises for the outcomes and no excuses of not having been informed more often and in a timely fashion.

Quality professional development. Still another accomplishment is the school's success in implementing a rigorous professional development program.

- **School-based professional development** Teachers engage in a plethora of professional development at the Academy. We meet for in school professional development every Friday for an hour and on the first Monday of every month for an hour and a half. The PD is based on student and teacher data, Academy goals and network goals, as well as surveys completed by teachers. In-house professional development is led by the Principal or other staff members. Topics covered this year include Assessment for Learning, differentiated instruction, desegregation of data, special education, inquiry team work, discipline, advisory, Acuity and ARIS data access and analysis and goal setting and planning.

Biweekly, forty minutes of PD time is spent in grade level or vertical team meetings. These meetings are led by grade level or vertical team leaders. All vertical team members are members of inquiry teams. Inquiry teams have each done the following thus far:

1. identify students whose skills must be improved within these strands. This year we picked the lowest third students based on 8th grade ELA and math outcomes. We also decided the focus the intervention on literacy improvement with a special focus on reading and writing across the curriculum.
2. Identify content strands in which students have lexical, syntactic, and rhetorical difficulties.
3. Collect and examine student data
4. Align data to strategic plans

5. Integrate strategic plans into action plans

- **Teacher Learning Communities (TLCs) PD.** This program is facilitated by teachers from our Cabinet. Four teachers received training to assist colleagues with improving pedagogy in open, constructive, and non-evaluative settings. Since administrators are not part of the sessions, teachers can open up to their fellow teachers about their issues, the challenges they face, their difficulties, or the specific assistance that they need. In turn, their fellow teachers who have something to contribute provide generous help and assistance to colleagues.
- **Chancellor's Conference Days** Whole day seminar workshops are held in house. The last Chancellor's conference day on November 4th was dedicated to the professional teaching standards, analyzing teacher data, the HS progress report and goal setting for the CEP.
- **College Board Springboard training** Week long trainings in the summer for ELA teachers to learn how to implement the Springboard curriculum and to learn various instructional strategies that the curriculum requires.
- **Peer observation** Teachers are expected to engage in peer observation at least once per month. They are given three templates to choose from to use during these observations. After the observation teachers meet to discuss what they saw. Observations are used to both learn from their peers and assist their peers in improving instruction
- **Lead teacher mentoring** All first year teachers and teachers that need additional assistance are given lead teacher mentors. Lead teachers observe their mentees and meet with them at least twice per week. In addition, they have monthly new teacher meetings.
- **Formal and informal observations.** Academic supervisors do regular walk-through in all classrooms and provide written and verbal feedback for the improvement of instruction delivery and classroom management. Formal observations provide more thorough analysis of instruction as well as strategies for improving content delivery and classroom management.
- **Professional development plan for struggling teachers.** Any teacher who is U-rated in a formal observation is placed on a PD plan which may include mentoring by a lead teacher, an AP, and a hired coach from outside of the DOE for assistance with lesson planning and instructional delivery. A teacher on a PD plan is also asked to do peer observations to learn from colleagues with proven good practices.
- **Ramapo coaching.** We provide a Ramapo coach for a few teachers who are struggling with classroom management. The coach is a former principal and his non-evaluative role involves observing teachers, debriefing with them, and providing with suggestions for improvement.
- **Eximius retreats for teachers.** Twice a year Eximius organizes staff retreats. During these three day retreats teachers learn about school structures and expectations as well as learning new strategies and techniques they can use in their classroom. During the retreats teachers also learn about College Board programs and services such as AP, Springboard, PSAT/NMSQT, College Ed, My Road and the SAT Readiness Program. These retreats act as a springboard for teacher's thinking and planning.
- **Advisory training.** A consultant from Educators for Social Responsibility leads professional development sessions for our teachers and observes advisories to give constructive feedback on a regular basis.
- **College Summit training.** One of our guidance counselors and our college summit teacher

attend regular College Summit professional development sessions and meetings to learn how to implement the college summit curriculum and to support students as they embark on the rigors of the college application process. In addition, our student college summit peer leaders and the teacher attended a weekend training program at Monmouth College over the summer. The college summit peer leaders now work beside our college summit teacher and oversee each a small group of seniors to ensure they are on track for college entrance next year.

Instruction is improving in all classrooms because of the combination of professional development offered to our teachers and staff. All Professional Development is guided by what teachers need to improve in content and pedagogy. Teachers are beginning to use a common language around teaching and learning. This language is centered on the Essential Elements of Instruction. In addition, the staff can clearly articulate their role in bringing the school's vision to fruition.

New Initiatives:

9th Grade Retreat for students and their parents. In late summer, a retreat was designated for 9th graders and their parents. The program is designed to enable both parents and students to become familiar with the school's mission and vision, college prep culture, school tone, academic offerings, graduation requirements, uniform requirements, behavioral non-negotiables, and disciplinary code. Students attend four periods of class time with each period devoted to a particular topic, e.g., credit accumulation and being on track for graduation. The Efficacy Institute whose educational beliefs and principles inform Eximius's instructional philosophy, is also at hand to conduct a half-day workshop for parents on how to effectively support their children's education.

Grade level assemblies. A series of grade level assemblies are held throughout the year and these focus on issues that impact upon student achievements. These include the shift from punitive to positive approaches to discipline, credit accumulation, and graduation requirements. The goal is to ensure that students are fully informed about the school's high expectations and their corresponding responsibilities to meet their graduation goals.

College prep library resources. We have invested close to \$15,000 on college-related library resources, so that we now have a corner in the library for college application materials (testing such as SATs, PSATs, ACTs; directories of colleges and universities, making the right choices, jobs and careers, college survival skills, financial planning, academic planning, etc.).

Online curriculum maps. In order to assist teachers to systematize and make their curriculums consistent with the Core Curriculum State Standards, we now subscribe to ***Atlas Rubicon***, an online curriculum mapping system. Teachers post their curriculum maps onto the system for ease of access. The online curriculum maps also enable the administrators to monitor for quality and content coverage. Teachers who teach the same courses are able to create consensus/collaborative curriculums that establish common grounds as well as individual projected/diary curriculums that they can consistently revise/update/analyze/assess as needed. We project that this streamlined process will improve content determination, instructional delivery, and student outcomes.

Online formal and informal observations. We now subscribe to Pearson's ***Teachers Compass***, an online teacher observation program. The program enables administrators to create observation rubrics for formal and informal observations. Currently we have rubrics for planning and preparation, lesson structure, learning environment, instructional techniques/differentiation, student engagement, student work, and use of data and assessment. These categories parallel annual quality review criteria. The program allows us to create any number of rubrics or refine existing ones to meet observation mandates or to use as material for professional development and teacher mentoring/coaching. The program promotes equity in that the same sets of rubrics are used for all

teachers. Armed with a laptop, the supervisor can complete and email a teacher his/her observation report before the administrator leaves the classroom or take the time to write additional comments to qualify the rating for each indicator. Teachers also are provided individual accounts to access their observation reports online.

Character development through positive reinforcement. We have launched a new program called ***Positive Behavior Intervention and Support (PBIS)***. This program looks at the modeling and reinforcement of positive social behavior as an important component of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of the school-wide PBIS program is to establish a climate in which appropriate behavior is the norm. In this program we modify behavior by using positive strategies. Students will no longer lose points for bad behavior in their classroom but earn points for positive behavior. In brief, we will “catch students doing good” and reward them through a school-wide point system called the ***Eximius Dollars*** program. Students will use the Eximius Dollars to purchase items from the PBIS store.

Morale-boosting and community building via public recognition. On either side of the Principal's Office door in the hallway is a Principal's Recognition Bulletin Board. One is labeled ***Teachers***, the other ***Students***. The bulletin boards display commendations for teachers and students for perfect attendance, honor rolls, or achievements that promote the school's core values. A third Bulletin Board displays colorful cupcake cut-ups on which are written students' names and birthdates for the month. For teachers, this type of recognition brings to the whole school the “kudos” announcements that are given each week at the start of the PD session.

Streamlining disciplinary procedures. We now subscribe to ***EdClick's Discipline Manager***, a program that digitalizes the disciplinary process and thus eliminating cumbersome paperwork. The program enables school to input disciplinary referrals so the following could be generated: disciplinary histories; tracking of events from behavior problems to assigned interventions; notification letters for students, parents, and staff; rolls for detention; complete discipline records.

Use of Progress Report language. We have studied the language of the annual student surveys and have identified the vocabulary that might be confusing to our students. We will ensure that students not only understand the questions, but that the survey's vocabulary also will be used in the classroom. For example, one of the lowest scores posted was on a question in science about hands on tasks. We realized that we do not use the work “hands-on” but we use lab work/requirement instead. Despite our students' meeting Regents lab mandates, students thought they did not have “hands-on” tasks.

Significant Aids/Barriers

Our most significant aid is the College Board, our intermediary partner. They provide professional development for our staff, academic resources such as SpringBoard, PSAT/NMSQT, College ED and My Road and monetary resources that support our mission and vision. They also support the implementation of Advanced Placement (AP) and the SAT Readiness Program.

Just like any other school, our main barrier is budgetary in nature. Like in the previous year, due to significant cuts in the budget, we had to cancel our regular after school programs in the arts (dramatics, band, musical keyboarding, poetry jams, literary magazines, choreography, etc.) athletics (basketball, martial arts, fencing, flag football, volleyball, etc.), and our Saturday Academies (test prep courses). These activities are an integral part of the Eximius culture and essential elements in the achievement of our core values. Their cancellation, which we hope is just temporary setback, impacts students' sense of community, morale and well being. We still will manage to have a series of after school test prep sessions for the six weeks immediately preceding State exams for both middle school

and high school, but for the rest of the year we do not foresee the restoration of our after school activities.

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.

Our goals for 2010-2011 are:

Goal 1: Student Behavior

Achieve a minimum of 5% decrease in the number of student suspensions by fostering school wide positive behavior. During the previous year, we had a total of 60 Principal's suspensions. This year we aim to decrease that number below 57.

Goal 2: Regents Pass Rates

Ensure that there is a minimum 5% increase in the number students passing at least 3 Regents exams by the end of their second year. Last year, 46% (29/63) of 10th graders completed and passed at least 3 Regents exams. For this year's current 10th graders, we intend to achieve an upward trajectory of 51% (40/79) or better.

Goal 3: Parent Involvement

Ensure there is a 10% increase in parent contact with the school. Last year, there was a monthly average of 38 parents who were involved at the school's various events such as parent visits for various reasons; attendance to various events such as parent workshops, Principal's breakfasts, book clubs, grade level meetings, PTA membership meetings, SLT meetings, and honor roll events. This year we intend to renew our efforts to increase parental involvement to a monthly average of more than 42 parents.

Goal 4: School Attendance

Ensure there is a 5% increase in the number of students that get to their 1st period class on time. Last year, an average of 60 students missed their period 1 class per day and this negatively impacted the first period pass rates. This year, we intend to rectify the situation with a tighter lateness monitoring and with a system of rewards for those who improve their first period attendance so that on average less than 57 students are late per day.

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): Student Behavior

<p>Annual Goal #1 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Achieve a minimum of 5% decrease in the number of student suspensions by fostering school wide positive behavior. During the previous year, we had a total of 60 Principal’s suspensions. This year we aim to decrease that number below 57.</p>
<p>Action Plan#1 Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Actions</u></p> <ol style="list-style-type: none"> 1. Implement a Positive Behavior Intervention Support (PBIS) program that focuses on developing structures for teacher expected behaviors and social skills, creating student behavioral and academic support systems, and applying data-based decision making to discipline, academics, and social/emotional learning at the school. 2. Implement the DOE-prepared curriculum and lesson plans that center on the <i>NYCDOE Discipline Code</i> so that students will understand and appreciate the rationale behind implementation and consequences 3. Reorient teachers from “catch students doing bad” stance to teachers who “catch students doing good” 4. Encourage teachers to codify and encourage student positive behavior and provide corresponding rewards 5. Organize quarterly rewards trips 6. Select and honor a “Student of the Month” for posting on the Principal’s Bulletin Board, the Principal’s Newsletter, and the school website; parents will be officially notified. 7. Publicize positive student actions and behaviors on the schools website 8. Have teachers organize and invite parents to award events that recognize student achievements and the positive role of parents 9. Increase the number of Principal sponsored “reward events” i.e. ice cream socials, “sweet treat” socials etc. The Principal will find and reward positive students behaviors on the daily basis. 10. Mandate a retreat for incoming 9th graders and their families for a thorough introduction

	<p>to the school's mission and vision, its college prep culture, and academic and behavioral expectations including the implementation of the <i>NYCDOE Disciplinary Code</i>.</p> <p><u>Target Population</u> – Students with behavior issues and problems</p> <p><u>Staff Responsible</u> – Disciplinary Team / Mentoring Team</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p><u>TL Fair Student Funding</u> Hire a full-time Dean of Discipline (\$62,566) Hire a full-time Assistant Principal for Organization (\$97,000)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Increase in the amount of positive reinforcement from teacher to student as evidenced from the certificates or positive notes given to students 2. Increase in the percent of students that are “doing the right thing” as evidenced by a decrease of student discipline referrals and an increase in the number of students involved in rewards activities. 3. Increase of monthly events highlighting positive student behaviors 4. Decrease in behavioral infractions by students as teachers integrate into their teaching the best practices and rubrics provided by the PBIS program 5. Decrease in the number of students who are suspended

Subject/Area (where relevant): Regents Credits

<p>Annual Goal#2 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Ensure that there is a minimum 5% increase in the number students passing at least 3 Regents exams at the end of their second year. Last year, 46%(29/63) of 10th graders completed and passed at least 3 Regents exams. For this year's current 10th graders, we intend to achieve an upward trajectory of 51%(40/79) or better.</p>
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Action Plan#2

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

1. Advisors and the Guidance team educate 9th and 10th graders on how to receive a Regents diploma and the importance of staying on track.
2. Guidance team educates 9th and 10th grade parents on how to receive a Regents diploma and the importance of staying on track.
3. All advisors conference with their students who are failing two or more Regents classes on their report card each marking period
4. All Regents teachers plan or schedule after-school tutoring for failing students in all content areas
5. The school provides students and parents with an updated transcript every September and June
6. All teachers create an action plan that they must implement to ensure they take responsibility for students that have failed their courses and the Regents.
7. The bottom third of students are placed in Inquiry Teams that focus on improving students' literacy skills
8. The school provides an intensive Regents Preparation summer school program
9. All teachers teach study skills and effective Regents test taking strategies.
10. Regents level teachers give Regents based homework every night
11. Attendance team follows up with parents of absent students in Regents classes
12. Teachers inform attendance team head, Ms. Williams, of attendance outliers
13. Students are notified of their baseline and interim assessment scores that are reflective of their Regent exams; data is disaggregated and interpreted for parents and students to inform students' study strategies
14. Teachers provide students who fail with make-up packets and/or appropriate projects to enable students to recover lost credits (which in turn helps them prepare for the Regents)
15. Struggling teachers are provided with professional development plans that include the services of lead teachers and outside coaches so they can better prepare students for the Regents

Target Population

We will be looking to focus on the current 10th grade students, especially those that do not have any Regents Exam credits.

Staff Responsible – 9th and 10th grade teachers, specifically teachers that teach Regents courses

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p><u>TL Fair Student Funding</u> (\$10,000) Per sessions for after school tutorials and Regents prep</p> <p><u>Title 1 SWP</u> Ramapo Coach (\$5000) Advisories Trainee from the Education for Social Responsibility (\$5,000)</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. Students are provided with disaggregated data of Practice Regents exams as well as with strategic materials to enable them to prepare for the end of the year exams 2. Student Regents pass rate for each teacher improves 3. Each students makes significant progress on each of the interim assessments in their Regents classes 4. More parents confer with teachers and guidance counselors about their child's progress in attaining Regents credit 5. Marked increase in the number of students who complete credit recovery packets/projects or credit recovery summer courses 6. Marked improvements in classroom management and instructional delivery of struggling teachers 7. Marked improvement in class tone and marked decrease in disruptive behavior as teachers implement PBIS's best practices in their teaching.

Subject/Area (where relevant): Parent Involvement

<p>Annual Goal#3 <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Ensure there is a 10% increase in parent contact with the school. Last year, there was a monthly average of 38 parents who were involved at the school's various events such as parent visits for various reasons; attendance to various events such as parent workshops, Principal's breakfasts, book clubs, grade level meetings, PTA membership meetings, SLT meetings, and honor roll events. This year we intend to renew our efforts to increase parental involvement to a monthly average of more than 42 parents.</p>
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<p>Action Plan#3 <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> 1. Encourage students to have their parents attend events and emphasize with them their importance. 2. Improve the way events are publicized 3. Administer surveys to gain insight into the reason for poor attendance at events and to help ascertain what would increase attendance. 4. Do research and confer with other high schools that are successful in getting large numbers of parents to attend events 5. Reach out to parents that come in for student related issues and inform them of upcoming events. 6. Reach out to local parents by leaving flyers and advertisements in local businesses 7. Hold parent/student nights 8. Contact locally elected officials to post and publish Eximius events for community members. 9. Hold teacher and student led curriculum nights, honor roll dinners, musical/art shows, parents award nights, and grade level dinners. <p>Target Population – Parents/Guardians Staff Responsible – Parent Coordinator, SLT Members, PTA Members</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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>	<p><u>TL Fair Student Funding (\$3000)</u> SLT Funds</p> <p><u>Title 1 SWP (\$2,458.00)</u> Food, award items, set-up for events mentioned in item #9 above</p> <p><u>Title 1 ARRA SWP (\$1,332)</u> Food, award items, set-up for events mentioned in item #9 above</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> 1. More students and parents attend school sponsored events 2. More parents respond to surveys on how to increase parent involvement 3. A rise in the percentage of parent participation, culminating in a 5% increase or better by the end of the school year. 4. An increase in the number of parents that attend PTA meetings

Subject/Area (where relevant): School Attendance

<p>Annual Goal#4 Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Ensure there is a 5% increase in the number of students that get to their 1st period class on time. Last year, an average of 60 students missed their period 1 class per day and this negatively impacted the first period pass rates. This year, we intend to rectify the situation with a tighter lateness monitoring and with a system of rewards for those who improve their first period attendance so that on average less than 57 students are late per day.</p>
<p>Action Plan#4 Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> 1. The school will use school messenger to call the homes of students who are late or absent every day 2. On a monthly basis the attendance team will hold group meetings with parents of students that have a high number of absences and/or lateness's to assist in resolving attendance issues. 3. Guidance will meet with individual students as necessary to assist with resolving attendance issues. 4. Teachers will provide late/absent students with an opportunity to receive half of their class work credit by completing teacher given work 5. The Academy will identify chronically late and absent students to be part of the <i>Eximius Dollars Attendance Improvement Program</i>. Every Friday we will give Eximius dollars to the students who arrive to school on time and are in school 5 days in a row. 6. We will hold an <i>Eximius Dollars Attendance Improvement Program</i> kick off meeting with the identified students and the attendance team. At this meeting we will review the program and discuss the importance of being at school every day and being on time. 7. All students that are in the <i>Eximius Dollars Attendance Improvement Program</i> and were on time and present every day for a month will be entered in a raffle. 8. The attendance team will contact local council members and corporate sponsors to donate prizes for the student raffles. 9. The attendance team will organize competitions among first period classes and award prizes to classes that are the most punctual and have the best attendance. <p>Target Population – Students with excessive tardiness Staff Responsible – Attendance team, 1st period homeroom teachers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule 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.</p>	<p>Hire an APO (see Goal 1) Hire a Dean of Discipline (see Goal 1) Provide prizes/rewards (see Goal 3)</p>

Indicators of Interim Progress and/or Accomplishment

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

1. Increase in the number of student who attend first period classes
2. Improved pass rates for first period classes
3. Creation of a raffle system that is done on a monthly basis
4. Incentives for students are displayed and publicized in a timely manner
5. Prizes seen each month for the classes with the highest attendance first period
A rise in the number of students that receive 10 credits per grade level

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								
1								
2								
3								
4								
5								
6								
7								
8	33	27	0	0	344		5	344
9	73	72	25	25	344		15	344
10	0	21	40	0	344		15	344
11	0	21	34	47	344		5	344
12	9	9	22	16	344		2	344

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)	Description: Provide a brief description of each 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.).
ELA:	<ul style="list-style-type: none"> • 6 weeks before State/Standardized Exam students attend extended day test prep sessions; budget permitting, the Saturday Prep Academies will be restored (at least 6 morning sessions) • Bottom third of low performing Middle School students receive supplemental instruction Monday through Thursday • Bottom 8 of every section is placed in an inquiry team group • Peer tutorial; push in tutorial in middle school by high performing high school juniors and seniors • Lunch time pull out by teachers for one on one or group tutorials
Mathematics:	<ul style="list-style-type: none"> • 6 weeks before State/Standardized Exam students attend extended day test prep sessions; budget permitting, the Saturday Prep Academies will be restored (at least 6 morning sessions) • Bottom third of low performing Middle School students receive supplemental instruction Monday through Thursday • Bottom 8 of every section is placed in an inquiry team group • Peer tutorial Peer tutorial; push in tutorial in middle school by high performing high school juniors and seniors • Lunch time pull out by teachers for one on one or group tutorials
Science:	<ul style="list-style-type: none"> • 6 weeks before State/Standardized Exam students attend extended day test prep sessions; budget permitting, the Saturday Prep Academies will be restored (at least 6 morning sessions) • Lunch pull out by teachers for one on one or group tutorials
Social Studies:	<ul style="list-style-type: none"> • 6 weeks before State/Standardized Exam students attend extended day test prep sessions; budget permitting, the Saturday Prep Academies will be restored (at least 6 morning sessions) • Lunch pull out by teachers for one on one or group tutorials

At-risk Services Provided by the Guidance Counselor:	<ul style="list-style-type: none"> • One on one counseling; group counseling • College guidance • Referrals to outside professional providers and agencies
At-risk Services Provided by the School Psychologist:	<p>We do not have a school psychologist. Although a psychologist from the district comes to the school periodically his/her role is limited only to the triennial evaluation process of students with IEP.</p>
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • One on one counseling; group counseling • Referrals to outside professional providers and agencies • Community Outreach program partnerships
At-risk Health-related Services:	<ul style="list-style-type: none"> • Conflict resolution • Referrals to outside professional providers and agencies • Community Outreach program partnerships • Participation in the FitnessGram program • HIV prevention training • Comdom distribution and counseling

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.

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.

WE CURRENTLY ARE NOT RECEIVING TITLE III FUNDS. HOWEVER, WE ANTICIPATE RECEIVING SO IN 2011-2012 SINCE WE NOW HAVE AT LEAST 30 ELLS AND THIS NUMBER IS EXPECTED TO RISE.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 30 LEP _____ Non-LEP

Number of Teachers 1 Other Staff (Specify) Math & Science teachers

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.

The ESL program of the school for our LEPs is already described fully in the LAP. For the Title III program, however, we will provide a Saturday Program for our LEPs to help them improve their reading and writing skills across the curriculum. Hence, we will provide supplemental instruction in Math/Science and the humanities (ELA and Social Studies). The Saturday Program also will provide them with test-taking skills for the State exams (NYSESLAT and the Regents).

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.

We have a weekly PD program that focuses on differentiated instruction and balanced literacy. Specifically, teachers of ELLs are trained on strategies that improve students' writing skills to meet State Standards, both for the NYSESLAT and the Regents exams, particularly in these areas: determining main ideas, construction of thesis statements, providing support details, and creating unified and coherent five-paragraph essays. In addition, they are trained to help students improve metacognitive readings skills: inferencing, activating schema, determining importance, and establishing linkages. The goal is to for students to achieve cognitive academic language proficiency (CALP).

Section III. Title III Budget

School: 9X250 BEDS Code: .320900011250

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$10,996	220 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
Purchased services - High quality staff and curriculum development contracts.		

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$4004	Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$15000	

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

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.

All letters and applications sent students' home are translated in to Spanish. We also make sure that all DOE literature that parents must receive and for which the DOE has versions for other languages are sent to parents who speak those languages.

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.

Spanish is the dominant language for which we need translation. Fortunately, Spanish is one of the academic subjects that is part of our curriculum so that we have two licensed Spanish teachers who help the school in the translation process, both orally and in writing. In addition, we have four support staff who are fluent and literate in Spanish. Our parent coordinator is also a Spanish speaker. Hence, we rely on our in-house staff for translation of communications to Spanish, for translation/interpretation of face to face communication, and for simultaneous translation/interpretation during assemblies in which parents are in attendance. In addition, our school website: eximiusacademy.com has a function that translates the web site into Spanish and other languages. Our disciplinary online system, *EdClick Discipline Manager* that documents all disciplinary infractions also has a function that translates into different languages.

For languages other than Spanish, we call the Translation and Interpretation Unit of the DOE for assistance.

Part B: Strategies and Activities

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

In addition to our own Spanish proficient teachers and support staff, we will use DOE approved translators during PTA general assemblies, or any assemblies in which parents are in attendance.

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.

We have an in-house main office staff -- school aide, pupil accounting/payroll secretary, and a parent coordinator -- to verbally translate for parents.

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

The school will fulfill all the requirements of Chancellor's Regulation A-663. All language specific DOE communications will be sent to parents. The school will employ DOE approved translator services for the languages that are outside of the most prevalent ones.

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:	245,775.00	133,205.00	378,980.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	2,394.55	1332.00	3726.55
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	12,289.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	24,578.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 100%
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.

See preceding page.

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

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

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

1. Academy Parental Involvement Policy – Attach a copy of the Academy's Parent Involvement Policy.

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

Eximius College Preparatory Academy: Parent Involvement Plan 2010-2011

Eximius College Preparatory Academy is committed to the goal of providing a quality education for every child. Neither families nor the Academy can do the job alone. Parents play an extremely important role as children's first teachers. Their support for their children and for the Academy is critical to their children's success. To this end, we work hard to ensuring parents are partners in the education of their child. Everyone gains when the Academy and families work together to promote high student achievement.

Eximius College Preparatory Academy recognizes that most of our students need the extra assistance available through the Title I program to reach high academic standards. Eximius includes parents in all aspects of the Academy's Title I program. The goal is an Academy-home partnership that helps all students succeed.

I. General Expectations

Eximius College Preparatory Academy agrees to implement the following statutory requirements:

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

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

- The Academy will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.

- The Academy will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

- Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other Academy activities, including ensuring—

- that parents play an important role in assisting their child’s learning;
- that parents are encouraged to be actively involved in their child’s education at the Academy;
- that parents are full partners in their child’s education and are included, as appropriate, in decision-making and are on school wide organization such as the PTA and SLT to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- the Academy will inform parents and parental organizations of the purpose and existence of the State Parental Information and Resource Center and include a link to get to the site on the Academy website

II. Description of How the Academy Will Implement Required Parental Involvement Policy Components

1. Eximius College Preparatory Academy will take the following actions to involve parents in the joint development of its Academy parental involvement plan under section 1112 of the ESEA: See Family Compact
2. Eximius College Preparatory Academy will take actions to involve parents in the process of Academy review and improvement under section 1116 of the ESEA: See Parent Compact
3. Eximius College Preparatory Academy will provide the necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and Academy performance: See Family Compact Eximius College Preparatory Academy will coordinate and integrate Title I parental involvement strategies with parental involvement strategies: See Family Compact
4. Eximius College Preparatory Academy will take actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving Academy quality. The evaluation will include identifying barriers to greater
5. participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The Academy will use the findings of the
6. evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. See Family Compact
7. Eximius College Preparatory Academy will build the Academy’s and parents’ capacity for strong parental involvement, in order to ensuring effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the activities described in the family compact.
 - A. The Academy will provide assistance to parents of children served by the Academy, as appropriate by undertaking the actions described in this paragraph –
 - a. the State’s academic content standards
 - b. the State’s student academic achievement standards

- c. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensuring success.)
8. The Academy will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: See Family Compact
 9. The Academy will, with the assistance of its parents, educate its teachers, pupil services personnel, administrators and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and the Academy.
 10. The Academy will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities that encourage and support parents in more fully participating in the education of their children.
- The Academy will take the actions to ensuring that information related to the Academy and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the**

EXIMIUS COLLEGE PREPARATORY ACADEMY
FAMILY COMPACT

PARENTS/GUARDIAN OATH

I will support the schools mission, non- negotiable and 7 core values by:

Academic Excellence

- Ensuring that my child spends a minimum of 2 hours a day to complete homework and that I initial assignments in their agenda book and make sure they are complete
- Ensuring my child reads each evening
- Ensuring my child gets a proper night's sleep
- Ensuring my child receives a nutritious breakfast. I understand that if I cannot provide such breakfast, then they may receive one before 7:55 at the school
- Ensuring that my child gets to school by 7:55 am every day
- Doing my best to log into SnapGrade at least once a week
- Ensuring that if my child is not doing well academically I set up a time to meet with her teachers to create a plan of action for the child
- Responding promptly to the school's request for academic, attendance, and/or disciplinary conferences
- Attending the annual curriculum night and all parent teacher conferences.
- Attending all Academy sponsored parent workshops

Community Citizenship

- Ensuring my child follows the schools non-negotiables and is a positive role model for others
- Ensuring all personal electronic devices are not used in school. The school is relieved of any obligation to investigate a lost or stolen electronic device. My child's electronic devices will be confiscated if visible. I understand that if there is a pattern of violations the electronic device will be held and only returned me. I understand that a lost or stolen device is the responsibility of the student and/or parent. If I wish to investigate a missing item I must contact NYPD. The school leaves the responsibility to those authorities because Chancellor's Regulations restrict electronic devices on school grounds.
- Ensuring my child regularly does community service in the school and local community

Unity of Being

- Building positive relationships with other parents and guardians of Eximius students
- Attending PTA meetings and participating in school sponsored activities and events that require parent participation.
- Keeping open communication and maintain current phone, emergency contacts and email addresses.
- Reading all communications the school sends including the Principal's Newsletter, which has a lot of important information each month.
- Seeking out a resolution with teachers and school authorities before seeking outside intervention.
- Ensuring my child works collaboratively with others by supporting study groups and by ensuring my child calls a classmate for work when she is absent from school

Reflective Living

- Ensuring I review my child's graded work and discuss with her how she could have earned a higher grade
- Ensuring I review my child's ed-click reports and discuss with her how she can improve her behavior
- Ensuring my child regularly reflects on how her behavior at school affects others

Self Determination

- Ensuring I review my child's semester long goals at the beginning of the semester and check in on her progress throughout the semester
- Consult and model for my child appropriate social behavior in manners of dress, speech and behavior
- Ensuring my child regularly reflects on how her behavior at school positively affects others
- Ensuring I consistently compliment my child for a job well done
- Ensuring my child has her complete uniform on before leaving for school

Compassion

- Ensuring I give my child the social and emotional support they need
- Ensuring I am aware of my child’s whereabouts 24 hours a day.

Integrity

- Ensuring my child has the necessary school supplies before leaving for school.
- Ensuring that I notify the school in a timely manner when my child has appointments or any other valid reason my child will be absent from school and doing my best to schedule these meetings outside the school day.

- Ensuring that I observe all school regulations regarding school visitations.
- ENSURING THAT IF MY CHILD IS BELOW 18 YEARS OLD, SHE WILL NOT LEAVE THE BUILDING WITHOUT AN AUTHORIZED FAMILY MEMBER. I UNDERSTAND THAT LETTERS AND FAXES WILL NOT BE HONORED AND ONLY MY PHYSICAL PRESENCE AS A PARENT, OR DESIGNEE LISTED ON THE BLUECARD (OVER 21 YEARS OLD), WILL BE HONORED BY THE SCHOOL.

Failure to adhere to these commitments can cause my child to lose various academy privileges and can lead to my child’s expulsion.

X _____ X
Parent Signature *Parent Signature*

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.

Our needs assessment indicates that school must move up the ___ 8th graders that received a 1 in ELA or Math. At the minimum they should post a year’s progress (at least .5 in the DOE’s 1-4 scale). We also must ensure that there is a significant increase in the number of high school students that earn 10+ per year and who pass the Regents exams in a timely manner. We have put into place rigorous instructional and curricular programs to address the matter. In addition, we have instituted several credit recovery initiatives which include after school courses, online courses, and summer credit recovery courses.

2. Schoolwide reform strategies that:

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

We implement research based instructional models such as the workshop model, differentiated instruction, and learning by objectives, just to name a few. We provide an extra period of instruction everyday for all 9th graders and make sure that the bottom 8 of each class receives supplemental instruction and other academic intervention services such as placement in an inquiry team.

All our students belong to historically underserved populations. The school has been founded expressly to seek out and serve this population. Every student is prepared to go to college. All receive counseling, pupil services, mentoring services, college and career preparation, and technical-based education.

3. Instruction by highly qualified staff.

All our teachers are licensed in their content areas.

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.

We have a very rigorous professional development program. In-house we have 1.5 hours of professional development sessions every Friday and on the first Monday of each month. In addition, we have two lead teachers that mentor new teachers and veteran teachers who are struggling with classroom management.

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

We have a good relationship with the colleges and universities in the tri-state area. We have also established relationships with the Teach for America and the DOE Teaching Fellows Program. We pursue candidates at all the hiring fairs that the DOE sponsors. The College Board sponsors hiring fairs for all College Board schools.

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

We have several programs and bi-monthly workshops for parents: literacy improvement, health and nutrition, parenting, training to help children with homework, book clubs, etc. Our social worker assists students and their families in accessing social 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.

N/A

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.

Our teachers are equal partners in decision making. They all belong to vertical and horizontal teams whose work informs academic decisions. In addition, our school cabinet is comprised of a Dean, Teachers and a member of our guidance staff. Lastly TLC's meet weekly and engage in collaborative decision making.

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.

We provide AIS to students who are most challenged academically. These include tutorials, supplemental instruction, credit recovery programs, and counseling.

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.

Our social worker and guidance counselors have formed partnerships with social services providers in the area. These include among others Montefiore Medical Center, Bronx Lebanon Hospital, Family Assessment Program, Blue Sky Juvenile Justice System, etc.

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” ¹ 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 ² 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.

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

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: _____ **SURR³ 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.

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.

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

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>

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.)
We only have one student who is in temporary housing.
2. Please describe the services you are planning to provide to the STH population.
The student is provided with all the educational services that he/she is entitled under existing regulations including a full instructional program, food and transportation services. He/she also is provided with counseling by the school counselor and by the social worker and is given referrals to social services agencies.

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

School Name:	Eximius College Preparatory Academy: A College Boa					
District:	9	DBN:	09X250	School	320900011250	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	0	0	0		91.9/87.4	93.1/	91.2 /
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	50	0	0				
Grade 7	50	49	0				
Grade 8	55	46	52				
Grade 9	100	82	99				
Grade 10	83	99	85				
Grade 11	43	41	68				
Grade 12	58	68	55				
Ungraded	0	1	0				
Total	439	386	359				

Student Stability - % of Enrollment:			
(As of June 30)	2007-08	2008-09	2009-10
	94.4	97.1	92.9

Poverty Rate - % of Enrollment:			
(As of October 31)	2008-09	2009-10	2010-11
	56.0	70.3	70.3

Students in Temporary Housing - Total Number:			
(As of June 30)	2007-08	2008-09	2009-10
	2	47	7

Recent Immigrants - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10
	3	3	0

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	0	0	0	Principal Suspensions	47	51	60
# in Collaborative Team Teaching (CTT) Classes	16	46	54	Superintendent Suspensions	13	12	7
Number all others	25	9	13				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD				
# in Dual Lang. Programs	0	0	TBD				
# receiving ESL services only	24	23	TBD	Number of Teachers	28	29	24
# ELLs with IEPs	1	10	TBD	Number of Administrators and Other Professionals	4	6	4

These students are included in the General and Special Education enrollment information above.

Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10
	0	0	0

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
	3	2	24	% fully licensed & permanently assigned to this school	100.0	100.0	84.6
				% more than 2 years teaching in this school	7.1	24.1	37.5
				% more than 5 years teaching anywhere	35.7	34.5	45.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	71.0	55.0	66.7
American Indian or Alaska Native	0.7	0.5	0.3	% core classes taught by "highly qualified" teachers	94.3	88.0	81.4
Black or African American	48.7	43.8	42.6				
Hispanic or Latino	49.2	53.1	55.7				
Asian or Native Hawaiian/Other Pacific	0.2	0.3	1.1				
White	0.2	0.5	0.3				
Male	46.5	45.3	48.2				
Female	53.5	54.7	51.8				

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

SURR School (Yes/No)		If yes,					
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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:

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

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

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

American Indian or Alaska Native				-	-		
Black or African American	v	v	-	v	v		
Hispanic or Latino	v	v	-	-	-	-	
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities	-	-	-	-	-	-	
Limited English Proficient	-	-	-	-	-	-	
Economically Disadvantaged	v	v		v	v	-	
Student groups making	4	4	1	3	3	0	

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	69.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5.9	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	18.9	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	39.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	4.5						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

**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 603	District 09	School Number 250	School Name Eximius College Prep
Principal TAMMY SMITH		Assistant Principal Constantino Trillana	
Coach		Coach	
Teacher/Subject Area Christopher Boyd		Guidance Counselor Sharon Gaines	
Teacher/Subject Area Julia Baly		Parent Jacqueline DeLeon	
Teacher/Subject Area		Parent Coordinator Michelle Gil	
Related Service Provider		Other	
Network Leader Richard Cintron		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	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	3
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	361	Total Number of ELLs	31	ELLs as Share of Total Student Population (%)	8.59%
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Part II: ELL Identification Process

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

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

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs.
All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Identification Survey (HLIS). If a student is new to the NYC school system, the ESL coordinator administers the HLIS to the parents for completion. If the parent indicates a home language that is other than English on the HLIS, the ESL coordinator (ESL certified) conducts an informal interview and administers the LAB-R to the student for placement in the appropriate language proficiency level. The informal interview may be conducted in the student's native language, as needed. If a student is deemed as a current ELL per the ATS school wide system, the ESL Coordinator reviews the child's most current NYSESLAT score for proper placement. Our ELL identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154. Annually, the ESL coordinator evaluates ELLs progress using the NYSESLAT

2. What structures are in place at your school to ensure that parents that parents understand all three program choices (Transitional Bilingual, Dual Language, and Free Standing ESL?)
Parents/guardians of newly identified ELLs are invited to a parent orientation during which they are shown a video that describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, they are informed that while currently, the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the ESL coordinator, the parent coordinator, and a translator in the child's home language, as needed.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned?
Based on the LAB-R results and the parent choice, the child is placed in the appropriate level in the appropriate program within 10 days of enrollment. An entitlement letter as well as a placement letter, in English and the family's home language, are sent to parents to inform them of their child's ELL eligibility. At the start of each new school year, the Continued Entitlement letter is mailed out to parents of eligible ELLs. Parents sign and return a duplicate copy of the letter.

4. Describe the criteria used and procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
A newly identified ELL is placed in the program model selected by the parent on the program selection form. If the parent selected bilingual, and the school does not have enough students to form a bilingual program, the school must provide ESL instruction at a minimum. The parent will be informed that the child's name will be recorded on a list and that when the list reaches the appropriate number of students, as delineated in CR Part 154, the school will create a bilingual program. All information is provided in English and in the child's home language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers)
After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is Free Standing ESL program

6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
The program model offered at our school is aligned with parent requests. In the future if we get sufficient requests for the other programs, based on parent preferences, we will definitely offer them in our school. However, considering the school's size, which is unlikely to change drastically in the foreseeable future, it is most unlikely that we will have an opportunity to offer other types of programs for ELLs. We will however ensure that we follow strictly guidelines in communicating to parents in their own language their choices and their rights without influencing their decisions.

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>									0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>									0	0	0	0	0	0
Freestanding ESL														
Self-Contained										18	5	5	3	31
Push-In														0
Total	0	0	0	0	0	0	0	0	0	18	5	5	3	31

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	17
SIFE		ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	19

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									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	8		1	4		3	19		12		31
Total	8	0	1	4	0	3	19	0	12		31

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

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										16	6	4	3	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										1				1
TOTAL	0	18	6	4	3	31								

**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
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										16	5	5	3	29
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
TOTAL	0	18	5	5	3	31								

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. How is instruction delivered?

We offer the Free Standing ESL model. Classes are ungraded, studentse at mixed proficiency levels and instruction is delivered by a licensed ESL teacher.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided to proficiency levels in each program model?

Students receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Beginning ELLs receive 3 units of study (540 minutes of ESL instruction); Intermediate ELLs receive 2 units of study (360 minutes of ESL instruction); and Advanced students receive 1 unit of study in ESL (180 minutes of instruction) and 1 unit of study in ELA (180 minutes of instruction).

3. Describe how the content areas are delivered in each program model.

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

4. How do you differentiate instruction for ELL subgroups?

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

Students with disabilities – ELLs with disabilities are appropriately served as per the student’s IEP. In order to ensure that teachers of SpEd ELLs are providing the most appropriate instruction for them, the ESL, ELA and content area teachers collaborate to ensure that each SpEd ELL is afforded instruction appropriate to his/her language and learning needs

Native language support is offered in all classes. Bilingual glossaries, bilingual text books, bilingual class libraries, computer language programs, translations are available and offered as appropriate

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

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

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

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

Native Language Arts and Native Language Support

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

NLA Usage/Support	TBE
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B. Programming and Scheduling Information--Continued

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

5. Describe your targeted intervention program for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

Targeted intervention include after school tutoring, and professional development for content area teachers in best practices in ESL instruction. All our ELLs receive after school tutorials in the content areas. A number of them also are in Inquiry Teams and, hence, receive more intensive and more frequent tutorial services than non-ELLs.

6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT. Former ELLs are permitted to receive testing accommodations for up to two years after testing out on the NYSESLAT. ELL strategies in instruction continue
7. What new programs or improvements will be considered for the upcoming school year?
Subject to funding availability, we will restore our Saturday Academies in all content areas. These academies prepare students for the State exams. We also will restore our after school electives in athletics and the arts which were discontinued this year due to budget cuts.
8. What programs/services for ELLs will be discontinued and why?
Our ELLs will continue to receive their mandated instructional services. For the current school year, we have discontinued due to budget cuts the after school arts and athletics electives as well as the Saturday Academies. The discontinuance is for all students, ELLs and non ELLs. However, six weeks prior to the state exams, we will hold a series of after school test prep sessions.
9. How are ELLs afforded equal access to all school programs. Describe after school and supplemental services offered to ELLs in your building.
ELLs are afforded equal access to all school programs during and after the regular school day. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Notification, flyers, and letters are distributed in English and in students' native language. Communications with ELLs are offered in English and in students' native language, as appropriate
10. What instructional materials, including technology, are used to support ELLs (include content areas as well as language materials, list ELL subgroups, if necessary).
All our students are provided with textbooks in all content areas. In 9th and 10th grade Math, for example, we use the Core Curriculum textbooks/materials/classroom libraries. In ELA, we use the College Board's SpringBoard curriculum and its attendant textbooks. In ESL we provide textbooks for every ESL level and subgroup. All our classrooms are equipped with computers and every teacher is provided in an LCD projector. In addition, we have a class set of laptop computers that can be transported from class to class. Six of our classrooms are equipped Smart Boards. Hence, ELLs have access to or are provided with the technology resources of the school.
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL).
Twenty-nine of our 31 ELLs are Spanish speakers. All our high school students, ESL and non-ESL are programmed to foreign language courses, either Spanish or French. The lone French speaking student and the other who speaks Twi are in a French class. The rest are in Spanish courses. We have Spanish 1, 2, and 3 as well as an AP Spanish Language courses. Spanish courses terminate in a Regents exam or an AP exam.
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
They do. All ELLs are programmed to appropriate ESL courses. Their Spanish and/or French courses are based on their levels of proficiency.
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
All our new students and their families, ELLs and non-ELLs, receive intensive orientation sessions prior to each school opening. The orientations focus on the school's mission, vision, core values, instructional programs, school culture, expectations, disciplinary codes/discipline, and the like.
14. What language electives are offered to ELLs?
Spanish and French. However, these are not considered electives at our school. Foreign languages are part of our curriculum.

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)?

Paste response to questions 1-5 here

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.

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

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

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school? Assistance is provided by the Instructional Managers of our CFN network, particularly, on compliance issues and instructional resources.

3. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P. This is one area that we have to work on this year. We have made arrangements with our CFN network's instructional team to provide the training.

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. Describe parent involvement in your school, including parents of ELLs
In addition to the PTA and the SLT, parents participate actively in school events, both those initiated by the school such as Parent Book Clubs (a monthly book discussion group), Open School Days in which parents visit their child in the classroom, Pot Luck Dinners (in which parents bring food to share); school assemblies (in which parents help with decorations, food, and decorum during dances, Thanksgiving/Christmas Lunch, Valentine's Dance, Theater Arts presentations, or act as school trip chaperones, etc.) and those that parents initiate such as school wide photo shoots, fund raising events, etc.

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

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our social worker provides parents with referrals to various organizations that provide family and children's services (counseling, housing, domestic violence, health, etc.). Our parent coordinator provides or organizes workshops for parents on various issues.

3. How do you evaluate the needs of parents?

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

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

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)										4	1	0	0	5
Intermediate(I)										8	4	3	1	16
Advanced (A)										6	0	2	2	10
Total	0	0	0	0	0	0	0	0	0	18	5	5	3	31

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

Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual 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
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	2		2	
Math <u>Algebra</u>	8		3	
Math <u>Geometry</u>	2		0	
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	1		0	
Physics				
Global History and Geography	5		0	
US History and Government	2		1	
Foreign Language				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other <u>Spanish</u>		2		2
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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.

Since all our ELLs are students receiving continuance of services, we rely on their previous exams data, e.g., NYSESLAT and NyStart. Based on their previous performance and proficiency levels we differentiate instruction to meet the students' literacy needs. The majority is proficient in listening and speaking, but the reverse is true in reading and writing. Hence, differentiation focuses on reading and writing skills.

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

vocabulary build up. In addition, instruction will stress the improvement their metacognitive readings skills: inferencing, activating schema, determining importance, and establishing linkages. The goal is for them to achieve CALP (cognitive academic language proficiency).

4. For each program, answer the following:

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to native language?

Students' fare better in the Spanish Regents than in the ELA Regents.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.

We use the Periodic Assessment results in determining our lowest third students. Most of them are ELLs and hence they are included in the school's Inquiry Team. The focus of the Inquiry Team is the improvement of literacy skills. Since all teachers are members of the Inquiry Team, they all teach literacy skills in their respective content areas.

c. What is the school learning about ELLs from the periodic assessments? How is the Native Language used?

Already discussed above.

5. Dual Language Program: N/A

6. Describe how you evaluate the success of your program for ELLs.

We evaluate the success of our ELLs based on their outcomes in the NYSESLAT, the Regents exams, credit accumulation by grade level, promotion rate to grade levels, graduation rate and college acceptance

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		11/1/10
	Assistant Principal		11/1/10
	Parent Coordinator		11/1/10
	ESL Teacher		11/1/10
	Parent		11/1/10
	Teacher/Subject Area		11/1/10
	Teacher/Subject Area		11/1/10
	Coach		
	Coach		
	Guidance Counselor		11/1/10
	Network Leader		
	Other		