



SCHOOL FOR EXCELLENCE

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: DISTRICT:09/ BRONX/ x404

ADDRESS: 1110 BOSTON ROAD RM.428 BRONX, N.Y 10456

TELEPHONE: (718) 860-1385

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TABLE OF CONTENTS

SECTION I: SCHOOL INFORMATION PAGE.....3

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4

SECTION III: SCHOOL PROFILE.....5

PART A: NARRATIVE DESCRIPTION.....5

PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6

SECTION IV: NEEDS ASSESSMENT.....10

SECTION V: ANNUAL SCHOOL GOALS.....11

SECTION VI: ACTION PLAN.....12

REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,
CORRECTIVE ACTION, AND RESTRUCTURING.....25**

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....26

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH).....27

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 09X404 **SCHOOL NAME:** School For Excellence

SCHOOL ADDRESS: 1110 Boston Road Bronx, New York 10456

SCHOOL TELEPHONE: (718) 860-1385 **FAX:** (718) 860-4882

SCHOOL CONTACT PERSON: Carmen Bardequez-Brown **EMAIL ADDRESS:** cbardeg@schools.nyc.gov

POSITION/TITLE PRINCIPAL **PRINT/TYPE NAME** CARMEN BARDEGUEZ-BROWN

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Suyapa Sanders

PRINCIPAL: Carmen Bardequez-Brown

UFT CHAPTER LEADER: Eric Morrow

PARENTS' ASSOCIATION PRESIDENT: Suyapa Sanders

STUDENT REPRESENTATIVE:
(Required for high schools) Gloria Effah

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** 94N404

NETWORK LEADER: Terry Byam

SUPERINTENDENT: Ms. 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
Carmen Bardeguez-Brown	*Principal or Designee	
Eric Morrow	*UFT Chapter Chairperson or Designee	
Suyapa Sanders	*PA/PTA President or Designated Co-President	
Iris Pena	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Ray Garcia	DC 37 Representative, if applicable	
Gloria Effah	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

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

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Our school is located in the Morrisania region of the South Bronx. This community could be described as the cornucopia of American music. It has been the birthright of Jazz, Latin Jazz, Salsa and Hip Hop. Sadly it is also the poorest congressional district in the United States. This level of poverty creates social and economic challenges that undermine the stabilities of families and individuals that live in the neighborhoods. In spite of the odds we have been able to successfully graduate students since 2005. The School For Excellence currently serves 410 students in grades 9 through 12. That total population consists of 62 ELL's, 100 students with IEP's, 52% female 48% African Americans with 27 teachers and additional support staff. The School was one of the first two schools that pioneered the recent wave of small schools and we are located in the Morris High School Campus where that movement began. The Morris High School Building is landmarked because of its outstanding architecture and the fact that it was the first High School in the Bronx. The School for Excellence has consistently produced graduation rates that are well above the city average and superior to most schools since its founding in 2002. Our PSAL sports program has a variety of sports for both male and female students. The Morris Campus "Bulldogs" baseball team is the current Division "B" baseball champions for the city of New York. Our academic program has produced above average scores over the past 3 years (B, A, A). Last year approximately 75% of our graduates were accepted into institutions of higher learning, including our first Ivy Leaguer with a full four year scholarship to Columbia University. Grade level teacher teams, smaller than average classes, portfolio presentations are a few of the elements that have allowed us to continue to meet the challenge of providing quality education for all of our students, including those with special needs. We look forward to growing and improving in the years to come.

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:	School For Excellence				
District:	09	DBN #:	09X404	School BEDS Code:	320900011404

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="radio"/> Pre-K	<input type="radio"/> K	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> 6	<input type="radio"/> 7
	<input type="radio"/> 8	<input type="radio"/> 9	<input type="radio"/> 10	<input type="radio"/> 11	<input type="radio"/> 12	<input type="radio"/> 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					76.3	75.7	74.0		
Kindergarten				Student Stability: % of Enrollment					
Grade 1				(As of June 30)	2007-08	2008-09	2009-10		
Grade 2					94.1	89.2	91.9		
Grade 3				Poverty Rate: % of Enrollment					
Grade 4				(As of October 31)	2007-08	2008-09	2009-10		
Grade 5					81.4	81.4	90.0		
Grade 6				Students in Temporary Housing: Total Number					
Grade 7				(As of June 30)	2007-08	2008-09	2009-10		
Grade 8					2	21	13		
Grade 9	118	141	119	Recent Immigrants: Total Number					
Grade 10	144	115	130	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	95	106	99		9	10	2		
Grade 12	85	88	93	Suspensions: (OSYD Reporting) – Total Number					
Ungraded	0	0	3	(As of June 30)	2007-08	2008-09	2009-10		
Total	442	450	444						
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	27	30	29						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	23	23	48	Principal Suspensions	69	0	88
Number all others	20	20	23	Superintendent Suspensions	19	0	11
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (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	16	60	64	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	2	4	24	(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	27	29	30
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	15	16	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	6	5	13
			91				
				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	100.0	100.0	96.3
American Indian or Alaska Native	0.4	0.4	0.5	Percent more than two years teaching in this school	74.1	62.1	76.7
Black or African American	42.1	39.3	39.4	Percent more than five years teaching anywhere	55.6	62.1	80.0
Hispanic or Latino	56.6	59.3	58.8				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.0	0.0	Percent Masters Degree or higher	93.0	86.0	90.0
White	0.4	0.7	0.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	77.6	92.0	90.0
Multi-racial							
Male	48.4	51.1	52.9				

DEMOGRAPHICS							
Female	51.6	48.9	47.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
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 (<input checked="" type="checkbox"/>)			Secondary Level (<input checked="" type="checkbox"/>)			
	ELA:			ELA:	<input checked="" type="checkbox"/>		
	Math:			Math:	<input checked="" type="checkbox"/>		
	Science:			Grad. Rate:	<input checked="" type="checkbox"/>		
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				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> sh	<input checked="" type="checkbox"/>	76
Ethnicity							
American Indian or Alaska Native							
Black or African American				-	-		
Hispanic or Latino				<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
Asian or Native Hawaiian/Other Pacific Islander						-	
White				-	-		
Multiracial							
Other Groups							
Students with Disabilities				-	-	-	
Limited English Proficient				-	-	-	
Economically Disadvantaged				√	√sh		
Student groups making AYP in each subject				3	3	1	
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				
<p><i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i></p> <p>*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</p> <p>**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</p>							

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade	B	Overall Evaluation:	NR
Overall Score	69.5	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.2	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	17.2	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	42.1	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	0	Quality Statement 5: Monitor and Revise	
<p><i>Note: Progress Report grades are not yet available for District 75 schools.</i></p>			

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?
-

After carefully analyzing several performance indicators such as Progress Reports and Report Cards, Regents results, Portfolio Roundtable presentations for Students and teachers, Grow Report, Quality Review Report, School Report card, Design Your Own (DYO), Inquiry Teams Findings, Aris informational system, Attendance reports, and other informal assessment data we identify the following academic and social performance trends:

- We need to increase the credit accumulation and passing rate in grades 9th and 10th
- Develop a comprehensive ELL instructional program for our increasing ELL population
- Strengthen our advisory curriculum in order to support the social and emotional needs of our students.
- Continue to infuse Arts integration, literacy technology and numeracy as entry points of differentiated instruction
- Increase the passing rate in the following Regents Exams: ELA, Math and Science
- Monitor and support the instructional needs of the school high achievers.
- Increase the use of research based instructional technology software to support differentiated instruction.
- We need to continue to improve our attendance

Since our inception as a new school that began in September 2002, we have been accumulating and reviewing data that has provided us with an informed perspective that is guiding our efforts on behalf of the children we serve. The data from these various sources confirms many of our hypotheses and enlightened us in other areas. This was corroborated by data from the DYOs who disaggregated the data in Math and Writing in ways that allowed teachers to target specific skills. For instance, in Math the data showed that, with the exception of operations with decimals, our students were very weak in other areas such as geometry, formula substitution and the use of the Pythagorean Theorem. To provide remediation in this important area of instruction and student learning we have initiated the following:

In Writing, with the exception of being able to express the main point or idea, the students are weak in organizational skills, use of language and conventions. This detailed data has guided us to focus on our instructional and literacy practices

Literacy continues to be our top priority. Our inquiry-based curriculum is the core of our program. Our Literacy Coach has concentrated on implementing strategies that provide instructional support for our teaching staff. We have continued to extend class time to 75 minutes to allow more time on task. We have combine Social Studies and English into Humanities to take advantage of the connections the two disciplines offered in terms of linking the literature, writing, reading and history. This adds continuity to the instruction and makes it easier for students

to understand and benefit from the relationships between the two disciplines as well as increasing the opportunities for literacy development in both areas. (As a result of our planning, each class reads at least three books per term.) Our professional development has emphasized strategies to infuse literacy into all areas of the curriculum. Read-aloud, silent reading, directed reading, underlining, reading groups, note-taking, revision and reflection were among the many strategies we emphasized during staff meetings, staff development days and other professional development sessions. We ordered classroom libraries to ensure that there would be sufficient high interest books to augment the classroom reading materials. In addition, we have expanded our use of READ 180 from 60 licenses to 120. Finally we have integrated art into the curriculum and hired a staff member from Pathways to the Arts to provide teachers and students with hands-on professional development to increase the opportunity for students to discuss, write about and connect with their work.

Our greatest accomplishment continues to be our high graduation rate. Our latest senior cohort reached 77% graduation rate for June of 2008. This is almost 35 % higher percentage than the average for the city of New York. In addition, we continue to increase the number of students accepted to two and four year Higher Education Institutions. As of last June we placed 75% of our students in Colleges including a four year full paid scholarship to Columbia University.

In spite of our overall success, every year we are faced with the same dilemmas; to continue to support the needs of our student population which continues to live in the poorest congressional district of the United States of America. The social, emotional and economic wounds that poverty continues to inflict on our fragile population gives us a Herculean task to provide the best quality education to a struggling community. The second challenge is the one that the placement office inflicts on our school's capacity and resources. Every year we seem to be the reservoir of a high percentage of English Language Learner (ELL) and special needs students.

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.

School Goals:

1. To Further develop literacy across the curriculum with an emphasis on infusing teaching methodologies that supports the learning needs of our English Language Learners (ELL) and increase the ELA Regents Exam passing rate by 3-5%.
 - Through a series of weekly professional development workshops we will share Best Practice lessons with the staff.
 - The School will pay several teachers (3) to attend the QTELL five day workshops.
2. Continue to develop good systems of items analysis such as ARIS, in order to help us improve differentiation practices with an emphasis on peer observation, Critical Friends Protocols and grade team interdisciplinary planning.
 - The school will conduct several professional development workshops to train teachers on the use of the ARIS
 - The school will train the grade team leaders on the use and implementation of protocols
3. Increase pace of learning in all lessons and units to ensure that it is consistent across all classrooms.
 - The administration in conjunction with the team leaders will conduct periodical walkthroughs to assess the grade team's instructional practices.
 - All teachers have an opportunity to share lessons with samples of student's work in our weekly professional development meetings.
 - Teachers and administrators create and present their educator's portfolio at our annual Roundtable Portfolio presentations in June. The purpose of the Roundtables is to allow the educators to reflect on their learning based on the student's academic performance such as passing grade, Regent's scores, attendance and others.
4. Develop structures for evaluating and assess student's progress throughout the year and for flexibly adapting plans and practices to meet its goal of accelerating learning. By implementing Assessment methodologies and practices that will ensure higher passing on the 9th and 10th grade. Increase our 9th and 10th grade passing rate by 3%.
5. Develop a comprehensive Advisory curriculum that could support student's emotional and social needs. Our emphasis on distributive counseling through our advisory classes is designed to better address the social, emotional and psychological needs of our students and make them better known to the teachers. We have also instituted a peer tutoring program with 11th graders and some seniors tutoring our ninth graders. This has worked well for both the younger and older students. When students are known better by the teachers and have adults with whom they can discuss their problems, the chances for better learning and improved outcomes are increased.

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): All courses

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Implement Common Core Standards. To Further develop literacy across the curriculum with an emphasis on Reading and Writing methodologies in order to increase the ELA Regents Exam passing rate. Increase ELA passing rate by 3-4%</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Develop series of Development and all staff meetings that address the implementation of the Common Core Standards. Create a Planning guide-Pacing and Curriculum Map Ongoing weekly PD for all teachers, coaches, and school administrators ISA/ Coaches (English, Social Studies, Science)monthly department meetings ISA Winter and Summer instructional planning institutes Implement the Read 180 ELL course for all ELL students. Implement the Rosetta Stone level 1&2 for the ELL Beginners students Create a school ELL/Literacy support group with monthly meetings to discuss the academic and social progress of our entire ELL student population. Implement coaching sessions for 9th and 10th grade teachers to focus on understanding item analysis of DYOs Implementing CFG Protocols for teachers in order to further align instructional planning with student work and student performance outcome. Implement Peer observation protocols in the 9th grade to use as a model for the entire school. Continue to deepen teacher’s reflection practices through our Annual Portfolio/Roundtable presentations. Saturday School and Extended Day Programs for all the seniors. The administration and the grade team teachers are responsible to implement the instructional activities.</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>Use Title 1 funds and Contract for Excellence to support extended day activities and Professional development programs. Use of Project Arts to infuse Arts integration (Differentiation) All of our classes are 75 minutes and one day a week is 80 minutes. An increase of 10 minutes. All ELL students are receiving ESL classes.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress Reports & Report Cards, DYO's, Aris, Regent Exams, Portfolio Presentations, weekly team meetings, Exams, Projects,</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use Title 1 funds and Contract for Excellence to support extended day activities and Professional development programs. Use Title 1 funds and Contract for Excellence to support extended day activities. All of our classes are 75 minutes and one day a week is 80 minutes. An increase of 10 minutes. All ELL students are receiving ESL classes.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress Reports & Report Cards, DYO's, Aris, Regent Exams, Portfolio Presentations, weekly team meetings, Exams, Projects,</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use Title 1 funds and Contract for Excellence to support extended day activities. Use Title 1 funds and Contract for Excellence to support extended day activities and Professional development programs. All of our classes are 75 minutes and one day a week is 80 minutes. An increase of 10 minutes. All ELL students are receiving ESL classes.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress Reports & Report Cards, DYO's, Aris, Regent Exams, Portfolio Presentations, weekly team meetings, Exams, Projects,</p>

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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Advisory classes

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Develop a comprehensive Advisory curriculum that could support student’s emotional and social needs.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Create a Planning guide-Pacing and Curriculum Map Implement AD101 software program Implement Peer mentorship program for 11th and 10th grade students. The program focus is to provide mentoring to all 9th grade students via the advisory program Increase the number of college trips and have two Overnight college trips during the year. Implement College and career curriculum in the 10th and 11th grade advisory Ongoing weekly PD for all teachers, coaches, and school administrators ISA Winter and Summer instructional planning institutes Create a school ELL/Literacy support group with monthly meetings to discuss the academic and social progress of our entire ELL student population. Implementing CFG Protocols for teachers in order to further align instructional planning with student work and student performance outcome. Implement Peer observation protocols in the 9th grade to use as a model for the entire school. Continue to deepen teacher’s reflection practices through our Annual Portfolio/Roundtable presentations. The administration and the grade team teachers are responsible to implement the instructional activities.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use Title 1 funds and Contract for Excellence to support extended day activities. Use Title 1 funds and Contract for Excellence to support extended day activities and Professional development programs. All of our classes are 75 minutes and one day a week is 80 minutes. An increase of 10 minutes. All ELL students are receiving ESL classes.</p>

Indicators of Interim Progress and/or Accomplishment

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

Progress Reports & Report Cards, DYO's, Aris, Regent Exams, Portfolio Presentations, weekly team meetings, Exams, Projects,

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 2008-09 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 (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): 9th and 10th Grades - All Courses

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Develop structures for evaluating and assess student’s progress throughout the year and for flexibly adapting plans and practices to meet its goal of accelerating learning. By implementing assessment methodologies and practices that will ensure higher passing on the 9th and 10th grade. We will increase the 9th and 10th grade passing grade by 3%.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Create a Planning guide-Pacing and Curriculum Map Ongoing weekly PD for all teachers, coaches, and school administrators ISA/ Coaches (English, Social Studies, Science)monthly department meetings ISA Winter and Summer instructional planning institutes Implement the Read 180 ELL course for all ELL students. Implement the Rosetta Stone level 1&2 for the ELL Beginners students Create a school ELL/Literacy support group with monthly meetings to discuss the academic and social progress of our entire ELL student population. Implement coaching sessions for 9th and 10th grade teachers to focus on understanding item analysis of DYOs Implementing CFG Protocols for teachers in order to further align instructional planning with student work and student performance outcome. Implement Peer observation protocols in the 9th grade to use as a model for the entire school. Continue to deepen teacher’s reflection practices through our Annual Portfolio/Roundtable presentations. Saturday School and Extended Day Programs for all the seniors. The administration and the grade team teachers are responsible to implement the instructional activities.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Use Title 1 funds and Contract for Excellence to support extended day activities. Use Title 1 funds and Contract for Excellence to support extended day activities and Professional development programs. All of our classes are 75 minutes and one day a week is 80 minutes. An increase of 10 minutes. All ELL students are receiving ESL classes.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Progress Reports & Report Cards, DYO's, Aris, Regent Exams, Portfolio Presentations, weekly team meetings, Exams, Projects,</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	100	100	100	100	50	10	10	20
10	98	50	50	50	30	8		8
11	50	50	50	70	40	7		4
12	20	10	5	20	30	6		5

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"> • Tutoring before school with hot breakfast served • Tutoring during the lunch period with hot lunch delivered. • PM school with snacks • Saturday Credit Recovery Classes • Individual and small group tutoring after school • Summer school with on-site guidance and nurse • Conferences with teaching teams and the family to discuss the student’s academics, attendance and behavior • Progress sheets with telephone calls upon student’s arrival and departure. • Positive reinforcement letters from classroom teachers highlighting a student’s daily or recent positive activities or behavior; also, modified conduct sheets based on this model • Daily telephone master attendance and announcement notification for parents • SAT prep classes • Advisory and communications arts classes 2 - 4 times per week covering topics communication skills; decision-making skills; personal values, goal setting, time and time and project management; health issues and decision (e.g., dealing with peer pressure) • College advisement including: College resume, college selection process, essay assistance, mock interviewing, FAFSA workshops and hands-on advisement with individual computers for students and parents on nights and weekends and follow-up assistance; Extensive class presentations and individual sessions with students for all aspects of the college admissions process; College trips open to all grades, overnight college trips open to upperclassmen • College presentations in the auditorium and the individual classes • School trips to college fairs • On-site parent coordinator (BS Biochemistry, Hunter College 2008) for additional translation, attendance intervention, operating the after school mentoring and tutoring program and support purposes • Individual after school tutoring, clubs and mentoring operated by the parent coordinator • Guidance presentations including but not limited to: Graduation requirements, time

	management, conflict resolution, decision making, health issues, and career development.
Mathematics:	<ul style="list-style-type: none"> • Tutoring before school with hot breakfast served • Tutoring during the lunch period with hot lunch delivered. • PM school with snacks • Individual and small group tutoring after school • Summer school with on-site guidance and nurse • Conferences with teaching teams and the family to discuss the student's academics, attendance and behavior • Progress sheets with telephone calls upon student's arrival and departure. • Positive reinforcement letters from classroom teachers highlighting a student's daily or recent positive activities or behavior; also, modified conduct sheets based on this model • Daily telephone master attendance and announcement notification for parents • SAT prep classes • Advisory and communications arts classes 2 - 4 times per week covering topics communication skills; decision-making skills; personal values, goal setting, time and time and project management; health issues and decision (e.g., dealing with peer pressure) • College advisement including: College resume, college selection process, essay assistance, mock interviewing, FAFSA workshops and hands-on advisement with individual computers for students and parents on nights and weekends and follow-up assistance; Extensive class presentations and individual sessions with students for all aspects of the college admissions process; College trips open to all grades, overnight college trips open to upperclassmen • College presentations in the auditorium and the individual classes • School trips to college fairs • School Leadership Team meetings (see agenda attachment as per Lenny Perez, Parent Coordinator) • Parent Association Meetings • On-site parent coordinator (BS Biochemistry, Hunter College 2008) for additional translation, attendance intervention, operating the after school mentoring and tutoring program and support purposes <ul style="list-style-type: none"> • Individual after school tutoring, clubs and mentoring operated by the parent coordinator <p>Guidance presentations including but not limited to: Graduation requirements, time management, conflict resolution, decision making, health issues, and career developmen</p>

<p>Science:</p>	<ul style="list-style-type: none"> • Tutoring before school with hot breakfast served • Tutoring during the lunch period with hot lunch delivered. • PM school with snacks • Individual and small group tutoring after school • Summer school with on-site guidance and nurse • Conferences with teaching teams and the family to discuss the student's academics, attendance and behavior • Progress sheets with telephone calls upon student's arrival and departure. • Positive reinforcement letters from classroom teachers highlighting a student's daily or recent positive activities or behavior; also, modified conduct sheets based on this model • Daily telephone master attendance and announcement notification for parents • SAT prep classes • Advisory and communications arts classes 2 - 4 times per week covering topics communication skills; decision-making skills; personal values, goal setting, time and time and project management; health issues and decision (e.g., dealing with peer pressure) • College advisement including: College resume, college selection process, essay assistance, mock interviewing, FAFSA workshops and hands-on advisement with individual computers for students and parents on nights and weekends and follow-up assistance; Extensive class presentations and individual sessions with students for all aspects of the college admissions process; College trips open to all grades, overnight college trips open to upperclassmen • College presentations in the auditorium and the individual classes • School trips to college fairs • On-site parent coordinator (BS Biochemistry, Hunter College 2008) for additional translation, attendance intervention, operating the after school mentoring and tutoring program and support purposes • Individual after school tutoring, clubs and mentoring operated by the parent coordinator • Guidance presentations including but not limited to: Graduation requirements, time management, conflict resolution, decision making, health issues, career development
<p>Social Studies:</p>	<ul style="list-style-type: none"> • Tutoring before school with hot breakfast served • Tutoring during the lunch period with hot lunch delivered. • PM school with snacks • Individual and small group tutoring after school • Summer school with on-site guidance and nurse

	<ul style="list-style-type: none"> • Conferences with teaching teams and the family to discuss the student’s academics, attendance and behavior • Progress sheets with telephone calls upon student’s arrival and departure. • Positive reinforcement letters from classroom teachers highlighting a student’s daily or recent positive activities or behavior; also, modified conduct sheets based on this model • Daily telephone master attendance and announcement notification for parents • SAT prep classes • Advisory and communications arts classes 2 - 4 times per week covering topics communication skills; decision-making skills; personal values, goal setting, time and time and project management; health issues and decision (e.g., dealing with peer pressure) • College advisement including: College resume, college selection process, essay assistance, mock interviewing, FAFSA workshops and hands-on advisement with individual computers for students and parents on nights and weekends and follow-up assistance; Extensive class presentations and individual sessions with students for all aspects of the college admissions process; College trips open to all grades, overnight college trips open to upperclassmen • College presentations in the auditorium and the individual classes • School trips to college fairs • School Leadership Team meetings (see agenda attachment as per Lenny Perez, Parent Coordinator) • Parent Association Meetings • On-site parent coordinator (BS Biochemistry, Hunter College 2008) for additional translation, attendance intervention, operating the after school mentoring and tutoring program and support purposes • Individual after school tutoring, clubs and mentoring operated by the parent coordinator <p>Guidance presentations including but not limited to: Graduation requirements, time management, conflict resolution, decision making, health issues, and career development.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<ul style="list-style-type: none"> • Advisory and communications arts classes 2 - 4 times per week covering topics communication skills; decision-making skills; personal values, goal setting, time and time and project management; health issues and decision (e.g., dealing with peer pressure) • Guidance presentations including but not limited to: Graduation requirements, time management, conflict resolution, decision making, health issues, career development

At-risk Services Provided by the School Psychologist:	<ul style="list-style-type: none"> • Advisory and communications arts classes 2 - 4 times per week covering topics communication skills; decision-making skills; personal values, goal setting, time and time and project management; health issues and decision (e.g., dealing with peer pressure) • Guidance presentations including but not limited to: Graduation requirements, time management, conflict resolution, decision making, health issues, career development
At-risk Services Provided by the Social Worker:	<ul style="list-style-type: none"> • Advisory and communications arts classes 2 - 4 times per week covering topics communication skills; decision-making skills; personal values, goal setting, time and time and project management; health issues and decision (e.g., dealing with peer pressure) • Guidance presentations including but not limited to: Graduation requirements, time management, conflict resolution, decision making, health issues, career development
At-risk Health-related Services:	<ul style="list-style-type: none"> • Advisory and communications arts classes 2 - 4 times per week covering topics communication skills; decision-making skills; personal values, goal setting, time and time and project management; health issues and decision (e.g., dealing with peer pressure) • Guidance presentations including but not limited to: Graduation requirements, time management, conflict resolution, decision making, health issues, career development

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.

Section I. Student and School Information

Grade Level(s) 9-12 Number of Students to be Served: 75 LEP _____ Non-LEP _____

Number of Teachers 3 Other Staff (Specify) 2 Paraprofessionals

School Building Instructional Program/Professional Development Overview

Part C: CR Part 154 – Number of Teachers and Support Personnel for 2009-10

School Building: 09X404 _____ District 09x404 _____

List the FTEs in your school in the Bilingual Education and ESL programs in the appropriate column.

Number of Teachers 2009-2010				Number of Teaching Assistants or Paraprofessionals***		Total
Appropriately Certified*		Inappropriately Certified or Uncertified Teachers**		Bilingual Program	ESL Program	
Bilingual Program	ESL Program	Bilingual Program	ESL Program			
	Ronald McCormack Lali Vinas Ivan Rozon				2	6

* The number of teachers reported must represent the number of teachers holding an appropriate license for the subject area being taught (i.e., language arts and content area.) Note: The Office of Bilingual Education and Foreign Language Studies will conduct a random review of the 2006-2007 teacher reported data. Districts randomly selected will be asked to electronically submit to the Department, the name of the teacher(s), social security number and type of license or certificate issued by the NYSED.

** Examples of this may include: teachers without an appropriate New York State teaching certificate or New York City license for the subject area(s) being taught or without a valid NYS teaching certificate or NYC license.

*** Teaching Assistants and Paraprofessionals must be working under the direct supervision of a licensed teacher. Attach additional sheets if necessary.

Part D: CR Part 154 – Sample Student Schedules

Include schedules for students on three different levels in the ESL program (one each for Beginning, Intermediate and Advanced English Proficiency levels based on NYSESLAT/LAB-R). The schedules must account for all periods. Use attached Freestanding ESL Schedule Template. If your school has a Bilingual/Dual Language program, also provide three sample schedules – one each for Beginning, Intermediate and Advanced English Proficiency levels based on the NYSESLAT/LAB-R). The schedules must reflect ESL, Native Language Arts and content area instruction through use of both languages. Use attached Bilingual Schedule Template

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____09_____

School Building: _____x404_____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00am To: 9:15am	Subject (Specify) HUMANITIES				
2	From: 9:15 am To: 10:30 am	Subject (Specify) ESL Writing / Reading				
3	From: 10:36 am To: 11:26 am	Subject (Specify) Gym	Subject (Specify) Advisory	Subject (Specify)	Subject (Specify) Advisory	Subject (Specify) Gym
4	From: 11:29 am To: 12:45	Subject (Specify) Read 180				
5	From: 12:48 am To: 2:03 am	Subject (Specify) Math/Science				
6	From: 2:00pm To: 2:30pm	Subject (Specify) Lunch				
7	From: 2:30pm To: 3:30pm	Subject (Specify) ESL/Literacy	Subject (Specify) ESL/Literacy	Subject (Specify)	Subject (Specify) ESL/Literacy	Subject (Specify)
8	From: To:	Subject (Specify)				
9	From: To:	Subject (Specify)				
10	From: To:	Subject (Specify)				

SAMPLE STUDENT SCHEDULE 2009-10 (ESL)

ESL Program Type: Free-Standing Push-in Pull-out
 Indicate Proficiency Level: Beginning Intermediate Advanced

School District: _____09_____ School Building: _____x404_____

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	From: 8:00 To: 9:15	Subject (Specify) ESL /LITERACY	Subject (Specify)	Subject (Specify) ESL /LITERACY	Subject (Specify)	Subject (Specify) ESL /LITERACY
2	From: 9:18 To: 10:33	Subject (Specify) Humanities	Subject (Specify) Humanities	Subject (Specify) Humanities	Subject (Specify) Humanities	Subject (Specify) Humanities
3	From: 10:36 am To: 11:26 am	Subject (Specify) ESL/Communication Arts	Subject (Specify) ESL/Communication Arts	Subject (Specify)	Subject (Specify) ESL / ENGLISH	Subject (Specify) ESL / ENGLISH
4	From: 11:32 To: 12:47	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) MATH	Subject (Specify) MATH
5	From: 12:48 am To: 2:03 am	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science	Subject (Specify) Science
6	From: 2:00pm To: 2:30pm	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch	Subject (Specify) Lunch
7	From: 2:30 To: 3:30	Subject (Specify) ESL/Literacy	Subject (Specify) ESL/Literacy	Subject (Speci	Subject (Specify) ESL/Literacy	Subject (Specify)
8	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)
9	From: To:	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)	Subject (Specify)

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.

**School For Excellence
LAP Report 2010-2011**

The School for Excellence began in September 2002 as a joint venture of the New York City Board of Education's Bronx High School that opened in the Bronx in the fall of 2002. The school is mainly composed of Latinos, African- American and a growing population of African students. There is a special education population of about 25% and ELL students comprise another 13% percent of the total student population. All of our students are eligible for free lunch. As of October 30, 2009, the school has 462 students of which 68 are classified as English Language Learners. Forty-Nine of the ELL students speak Spanish as their first language.

Over ninety percent of our ELL students become proficient in English, with over 80 % passing the English Language Arts Regents Exam in their 11th grade. The ELL students are distributed throughout grades 9-12 grades with the majority in the 9th &10th grade.

All Beginners and Intermediate students take a 75 minutes ESL/English class five days a week and a 55 minutes Communication Arts course twice a week. In addition, all ELL Beginners have an additional period in the afternoon were they are offered another session of English /ESL class.

Improving literacy has been a goal of our school since we began. We scheduled double periods of literacy courses. These courses include some of the most technologically advanced reading and language courses available such as: READ 180, Rosetta Stone English language program and American Dream 101 (AD101). Academic writing is developed in all academic subjects. Technical and academic terms are an integral part of vocabulary building. These terms are used to describe features and systems within ESL content area classes. Teachers tap in to prior knowledge and experiences to scaffold new material. Moreover our lessons and projects are design to promote oral and written language skills.

All educators have common prep-time which enables them to meet and develop interdisciplinary lessons and curriculum. This process allows teachers opportunities to discuss the academic as well as the emotional progress of all of our students including our ELL population. In addition, teachers schedule individual or small group tutoring before or after school. Lengths of sessions varied from one-half hour to one hour.

In addition to the standard assessment methodologies such as mid-terms, finals, projects and Regents Exams, all of our students present their work twice a year during the school's Roundtable /Portfolio presentations. These presentations are powerful tools that promote written and verbal communication and build confidence in our students specially our ELL students.

This is an exam process, during and after school, whereby the student presents a summary and synthesis of what he/she has learned in classes throughout the semester. The format is a roundtable discussion augmented by student's materials. The grade advisor acts as facilitator while other

school staff, a family member (preferably parent/guardian), community members (outside visitors – CBOs, superintendents’ offices, other schools) participate in the discussion and evaluation. All visitors receive an orientation beforehand as to the criteria and process.

Our professional development centers on literacy across the curriculum and differentiated instruction. At the School For Excellence we have gone to great lengths to focus our professional development on methods that will have a positive impact on teaching and learning.

We have a literacy coach who works closely with all of our teachers to implement reading and writing methodologies. We have worked with the New York City Writing Project since 2002 in order to improve writing instruction.

In addition, we are also in the process of writing our school Four Year Writing instructional plan in collaboration with facilitators from Columbia University/NCREST.

The school has schedule a series of ESL focus group with 9th and 10th grade teachers for the spring term that will be facilitated by Halima Toure; a respected veteran ESL educator that has provided services to the NYCWP, CUNY and other Higher Education institutions in New York City and across the country.

Our project based curriculums insures that all students especially ELLs have numerous opportunities or entry points that will allow them with opportunities to write and use the English language.

We also offer after –school tutoring in writing. Our portfolio assessment process requires extensive writing and revising. These are a few of the methodologies that we employ to improve writing, reading and language acquisition in general.

All of these instructional efforts are geared toward the successful graduation of all of our students including our ELL student population.

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.

Our professional development centers on literacy across the curriculum and differentiated instruction. At the School For Excellence we have gone to great lengths to focus our professional development on methods that will have a positive impact on teaching and learning.

We have a literacy coach who works closely with all of our teachers to implement reading and writing methodologies. We have worked with the New York City Writing Project since 2002 in order to improve writing instruction. Our project based curriculums insures that all students especially ELLs have numerous opportunities or entry points that will allow them with opportunities to write and use the English language.

We also offer after –school tutoring in writing. Our portfolio assessment process requires extensive writing and revising. These are a few of the methodologies that we employ to improve writing, reading and language acquisition in general.

Most of the teachers at the school have over five year teaching experience and over 80% have completed one or two Master’s degree. Last year we were able to graduate 76% of our graduating class and 75% of them are currently attending a two or four year college. Our goal is to surpass our graduating rate and increase the number of students that will attend a higher education institution. All of these efforts are geared toward all of our students including our ELL student population.

Section III. Title III Budget

School: School for Excellence BEDS Code: 320900011404

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	\$6342	Funds will be used to run a supplemental before and after school program serving the ELL population
Purchased services - High quality staff and curriculum development contracts.		
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$6158	Textbooks will be purchased for to supplement the curriculum for the ELL students
Educational Software (Object Code 199)		
Travel	2500	
Other	0	Computer software will be purchased to enhance the curriculum for the ELL students
TOTAL	\$15,000	

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

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	350,674	166,505	517,179
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,506	1,665	5,171
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,533	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,067.40	*	

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.

* 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.

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

Parent Involvement Policy

- I. School for Excellence, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. School for Excellence's policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams, and the parents association. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.*
- II. The policy encompasses all parents including parents of English Language Learners and Special needs students.*
- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.*

In developing the School for Excellence Parent Involvement Policy, the School for Excellence PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, School for Excellence will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.*
- Support level committees that include parents such as the School Leadership Team and the Parents Association. Provide technical support when needed.*

To offer a flexible parent coordinator services at various times, and if funds are available, to provide transportation of child care communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.

To actively involve parents in planning, review and improve the Title I program, and the parental involvement policy.

To provide parents with timely information about all programs.

- Provide informational meeting(s) on all funding programs in the school.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

- Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.

To provide high quality curriculum and instruction.

School for Excellence will encourage more school-level parental involvement by:

To deal with communication issues between teachers and parents through:

- Holding Annual Parent Curriculum Conference
- Maintaining parent participation in school leadership teams
- 1. - Parent-teacher conferences
- 2. - Quarterly report cards that inform parents on their children's academic progress
- 3. - Reasonable access to staff
- 4. - Every September the school provides daily planners that include all opportunities to volunteer and participate in their child's academic classes and educational trips such as: College visits and cultural institutions
- 5. - Information regarding school year calendar and any DOE rules and regulations. In addition the planners have contact information of all the staff members of the school in order to maintain daily written communication between school/teacher and the home.
- 6. - Participation in our Bi-annual 9th grade Portfolio Roundtable presentations.
- 7. - The use of technology such as phone master and school website in order to increase links that will enable us to improve parental involvement.

The Parent/Guardian Agrees

To become involved in developing, implementing, and evaluating SCHOOL PARENT COMPACT for Excellence parent involvement policy.

The school and parents working cooperatively to provide for the successful education of the children agree to participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

The School Agrees

To supervise and work with his/her child/children on school work.

To monitor and supervise his/her child's/children's:

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

1. Attendance and punctuality to the school.
2. Homework and instructional work.

3. *Extracurricular activities that may interfere with the school work.*
4. *Provide accurate and up-to date contact information.*

To share the responsibility for improved student achievement.

To communicate with his/her child's teachers and guidance counselor about their educational needs or any social change that may interfere with the student's academic performance.

To provide information to the school on the type of training or assistance they would like or need to help them be more effective in assisting their child educational process.

1. School wide reform strategies that:

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

2. Instruction by highly qualified staff.

3. 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.

4. Strategies to attract high-quality highly qualified teachers to high-need schools.
5. Strategies to increase parental involvement through means such as family literacy services.
6. 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.
7. 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.
8. 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.

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

Part 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.

9. 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.
10. Schoolwide reform strategies that:
 - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - d) Use effective methods and instructional strategies that are based on scientifically-based research that:

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

11. Instruction by highly qualified staff.

12. 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.

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

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

15. 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.

16. 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.

17. 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.

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

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)	Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) 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.
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Reminder: To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

		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.

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

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the

literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

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

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

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

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

1A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School For Excellence at the Morris Campus building has always used data to inform and structure our instructional program. The reason of our own creation is based on improving the graduation rate that existed at former Morris High school. We have grade team meetings on a weekly basis and a two hour staff development meeting every week. In addition we participate in annual retreats sponsored by our CBO, The Institute of Student Achievement (ISA). The purpose of our retreats is to examine the school performance data and establish the instructional goals for the next academic year. One of the most important aspects of instruction is the capacity to reflect on the practice of teaching in other words our teaching is restructure and redesign based on the student's performance. The academic performance is related to curriculum development and deliverance of instruction or teaching methodologies. Our weekly meetings served as a catalyst for teachers to share "Best Practices" with samples of student's work and also for teachers to develop standard based lesson. All of our teachers are asked to reflect on their teaching methodology using samples of student's work, Design Your Own Assessment, Portfolio Presentations, Regents scores scholarship report and others. At our school teachers are expected to examine their work and allowed their grade team members and the rest of the staff to provide feedback and constructive criticism about their standard based lessons and the student's performance. This instructional process emphasizes the need for continuous improvement.

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

Applicable Not Applicable

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

The school graduation rate continues to be one of the highest in New York City. The School received A Well Developed in our last quality review assessment and a B in our final grade score.

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

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

1B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School For Excellence at the Morris Campus building has always used data to inform and structure our instructional program. The reason of our own creation is based on improving the graduation rate that existed at former Morris High school. We have grade team meetings on a weekly basis and a two hour staff development meeting every week. In addition we participate in annual retreats sponsored by our CBO, The Institute of Student Achievement (ISA). The purpose of our retreats is to examine the school performance data and establish the instructional goals for the next academic year. One of the most important aspects of instruction is the capacity to reflect on

the practice of teaching in other words our teaching is restructure and redesign based on the student's performance. The academic performance is related to curriculum development and deliverance of instruction or teaching methodologies. Our weekly meetings served as a catalyst for teachers to share "Best Practices" with samples of student's work and also for teachers to develop standard based lesson. All of our teachers are asked to reflect on their teaching methodology using samples of student's work, Design Your Own Assessment, Portfolio Presentations, Regents scores scholarship report and others. At our school teachers are expected to examine their work and allowed their grade team members and the rest of the staff to provide feedback and constructive criticism about their standard based lessons and the student's performance. This instructional process emphasizes the need for continuous improvement.

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

Applicable Not Applicable

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

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

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

2A.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School For Excellence at the Morris Campus building has always used data to inform and structure our instructional program. The reason of our own creation is based on improving the graduation rate that existed at former Morris High school. We have grade team meetings on a weekly basis and a two hour staff development meeting every week. In addition we participate in annual retreats sponsored by our CBO, The Institute of Student Achievement (ISA). The purpose of our retreats is to examine the school performance data and establish the instructional goals for the next academic year. One of the most important aspects of instruction is the capacity to reflect on the practice of teaching in other words our teaching is restructure and redesign based on the student's performance. The academic performance is related to curriculum development and deliverance of instruction or teaching methodologies. Our weekly meetings served as a catalyst for teachers to share "Best Practices" with samples of student's work and also for teachers to develop standard based lesson. All of our teachers are asked to reflect on their teaching methodology using samples of student's work, Design Your Own Assessment, Portfolio Presentations, Regents scores scholarship report and others. At our school teachers are expected to examine their work and allowed their grade team members and the rest of the staff to provide feedback and constructive criticism about their standard based lessons and the student's performance. This instructional process emphasizes the need for continuous improvement.

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

Applicable Not Applicable

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

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

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol* (SOM⁵) and SEC results also shed light on some of the instructional practices in the

To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was
TEMPLATE - MAY 2010

mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

2B.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

The School For Excellence at the Morris Campus building has always used data to inform and structure our instructional program. The reason of our own creation is based on improving the graduation rate that existed at former Morris High school. We have grade team meetings on a weekly basis and a two hour staff development meeting every week. In addition we participate in annual retreats sponsored by our CBO, The Institute of Student Achievement (ISA). The purpose of our retreats is to examine the school performance data and establish the instructional goals for the next academic year. One of the most important aspects of instruction is the capacity to reflect on the practice of teaching in other words our teaching is restructure and redesign based on the student’s performance. The academic performance is related to curriculum development and deliverance of instruction or teaching methodologies. Our weekly meetings served as a catalyst for teachers to share “Best Practices’ with samples of student’s work and also for teachers to develop standard based lesson. All of our teachers are asked to reflect on their teaching methodology using samples of student’s work, Design Your Own Assessment, Portfolio Presentations, Regents scores scholarship report and others. At our school teachers are expected to examine their work and allowed their grade team members and the rest of the staff to provide feedback and constructive criticism about their standard based lessons and the student’s performance. This instructional process emphasizes the need for continuous improvement.

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

Applicable X Not Applicable

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

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

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

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school’s educational program.

As of last year our school has the highest retention rate in the Bronx. The school creates and promotes a culture that supports a community of learners. The School For Excellence at the Morris Campus building has always used data to inform and structure our instructional program. The reason of our own creation is based on improving the graduation rate that existed at former Morris High school. We have grade team meetings on a weekly basis and a two hour staff development meeting every week. In addition we participate in annual retreats sponsored by our CBO, The Institute of Student Achievement (ISA). The purpose of our retreats is to examine the school performance data and establish the instructional goals for the next academic year. One of the most important aspects of instruction is the capacity to reflect on the practice of teaching in other words our teaching is restructure and redesign based on the student’s performance. The academic performance is related to curriculum development and deliverance of instruction or teaching methodologies. Our weekly meetings served as a catalyst for teachers to share “Best Practices’ with samples of student’s work and also for teachers to develop standard based lesson. All of our teachers are asked to reflect on their teaching methodology using samples of student’s work, Design Your Own Assessment, Portfolio Presentations, Regents scores scholarship report and others. At our school teachers are expected to examine their work and allowed their grade team members and the rest of the staff to provide feedback and constructive criticism about their standard based lessons and the student’s performance. This instructional process emphasizes the need for continuous improvement.

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

Applicable X Not Applicable

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

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

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The School For Excellence at the Morris Campus building has always used data to inform and structure our instructional program. The reason of our own creation is based on improving the graduation rate that existed at former Morris High school. We have grade team meetings on a weekly basis and a two hour staff development meeting every week. In addition we participate in annual retreats sponsored by our CBO, The Institute of Student Achievement (ISA). The purpose of our retreats is to examine the school performance data and establish the instructional goals for the next academic year. One of the most important aspects of instruction is the capacity to reflect on the practice of teaching in other words our teaching is restructure and redesign based on the student's performance. The academic performance is related to curriculum development and deliverance of instruction or teaching methodologies. Our weekly meetings served as a catalyst for teachers to share "Best Practices" with samples of student's work and also for teachers to develop standard based lesson. All of our teachers are asked to reflect on their teaching methodology using samples of student's work, Design Your Own Assessment, Portfolio Presentations, Regents scores scholarship report, ARIS and others. At our school teachers are expected to examine their work and allowed their grade team members and the rest of the staff to provide feedback and constructive criticism about their standard based lessons and the student's performance. This instructional process emphasizes the need for continuous improvement.

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

Applicable X Not Applicable

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

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

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The School For Excellence at the Morris Campus building has always used data to inform and structure our instructional program. The reason of our own creation is based on improving the graduation rate that existed at former Morris High school. We have grade team meetings on a weekly basis and a two hour staff development meeting every week. In addition we participate in annual retreats sponsored by our CBO, The Institute of Student Achievement (ISA). The purpose of our retreats is to examine the school performance data and establish the instructional goals for the next academic year. One of the most important aspects of instruction is the capacity to reflect on the practice of teaching in other words our teaching is restructure and redesign based on the student's performance. The academic performance is related to curriculum development and deliverance of instruction or teaching methodologies. Our weekly meetings served as a catalyst for teachers to share "Best Practices" with samples of student's work and also for teachers to develop standard based lesson. All of our teachers are asked to reflect on their teaching methodology using samples of student's work, Design Your Own Assessment, Portfolio Presentations, Regents scores scholarship report and others. At our school teachers are expected to examine their work and allowed their grade team members and the rest of the staff to provide feedback and constructive criticism about their standard based lessons and the student's performance. This instructional process emphasizes the need for continuous improvement.

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

Applicable X Not Applicable

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

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

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers,

and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program.

The School For Excellence at the Morris Campus building has always used data to inform and structure our instructional program. The reason of our own creation is based on improving the graduation rate that existed at former Morris High school. We have grade team meetings on a weekly basis and a two hour staff development meeting every week. In addition we participate in annual retreats sponsored by our CBO, The Institute of Student Achievement (ISA). The purpose of our retreats is to examine the school performance data and establish the instructional goals for the next academic year. One of the most important aspects of instruction is the capacity to reflect on the practice of teaching in other words our teaching is restructure and redesign based on the student's performance. The academic performance is related to curriculum development and deliverance of instruction or teaching methodologies. Our weekly meetings served as a catalyst for teachers to share "Best Practices" with samples of student's work and also for teachers to develop standard based lesson. All of our teachers are asked to reflect on their teaching methodology using samples of student's work, Design Your Own Assessment, Portfolio Presentations, Regents scores scholarship report and others. At our school teachers are expected to examine their work and allowed their grade team members and the rest of the staff to provide feedback and constructive criticism about their standard based lessons and the student's performance. This instructional process emphasizes the need for continuous improvement.

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

Applicable X Not Applicable

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

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

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

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

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school has or will engage in to assess whether this finding is relevant to your school's educational program. The School For Excellence at the Morris Campus building has always used data to inform and structure our instructional program. The reason of our own creation is based on improving the graduation rate that existed at former Morris High school. We have grade team meetings on a weekly basis and a two hour staff development meeting every week. In addition we participate in annual retreats sponsored by our CBO, The Institute of Student Achievement (ISA). The purpose of our retreats is to examine the school performance data and establish the instructional goals for the next academic year. One of the most important aspects of instruction is the capacity to reflect on the practice of teaching in other words our teaching is restructure and redesign based on the student's performance. The academic performance is related to curriculum development and deliverance of instruction or teaching methodologies. Our weekly meetings served as a catalyst for teachers to share "Best Practices" with samples of student's work and also for teachers to develop standard based lesson. All of our teachers are asked to reflect on their teaching methodology using samples of student's work, Design Your Own Assessment, Portfolio Presentations, Regents scores scholarship report and others. At our school teachers are expected to examine their work and allowed their grade team members and the rest of the staff to provide feedback and constructive criticism about their standard based lessons and the student's performance. This instructional process emphasizes the need for continuous improvement.

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

Applicable X Not Applicable

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

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

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

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:	School for Excellence						
District:	9	DBN:	09X404	School		320900011404	

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K		0	0				74.0
Kindergarten		0	0				
Grade 1		0	0				
Grade 2		0	0				
Grade 3		0	0				
Grade 4		0	0				
Grade 5		0	0				
Grade 6		0	0				
Grade 7		0	0				
Grade 8		0	0				
Grade 9		119	122				
Grade 10		130	95				
Grade 11		99	112				
Grade 12		93	94				
Ungraded		3	2				
Total		444	425				

Student Stability - % of Enrollment:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			91.9

Poverty Rate - % of Enrollment:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11
		90.0	90.0

Students in Temporary Housing - Total Number:			
<i>(As of June 30)</i>	2007-08	2008-09	2009-10
			13

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

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes		29	25	Principal Suspensions			88
# in Collaborative Team Teaching (CTT) Classes		48	55	Superintendent Suspensions			11
Number all others		23	27				

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes		0	TBD	Number of Teachers			30
# in Dual Lang. Programs		0	TBD	Number of Administrators and Other Professionals			8
# receiving ESL services only		64	TBD	Number of Educational Paraprofessionals			13
# ELLs with IEPs		24	TBD				

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
			91	% fully licensed & permanently assigned to this school			96.3
				% more than 2 years teaching in this school			76.7
				% more than 5 years teaching anywhere			80.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher			90.0
American Indian or Alaska Native		0.5	0.5	% core classes taught by "highly qualified" teachers			90.0
Black or African American		39.4	35.1				
Hispanic or Latino		58.8	64.0				
Asian or Native Hawaiian/Other Pacific		0.0	0.0				
White		0.7	0.5				
Male		52.9	51.8				
Female		47.1	48.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

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

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

Individual Subject/Area AYP Outcomes:

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

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	vsh	v	76
Ethnicity							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10				
Overall Letter Grade:	B	Overall Evaluation:				NR
Overall Score:	69.5	Quality Statement Scores:				
Category Scores:		Quality Statement 1: Gather Data				
School Environment:	10.2	Quality Statement 2: Plan and Set Goals				
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals				
School Performance:	17.2	Quality Statement 4: Align Capacity Building to Goals				
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise				
Student Progress:	42.1					
<i>(Comprises 60% of the</i>						
Additional Credit:	0					

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 404	District 09	School Number 404	School Name School For Excellenc
Principal Carmen Bardequez-Brown		Assistant Principal Al Gonzalez	
Coach Richard Trauner		Coach type here	
Teacher/Subject Area Vicki Ross-Norris/English		Guidance Counselor Kelvin Ortiz	
Teacher/Subject Area Ivan Rozon/Special Ed		Parent type here	
Teacher/Subject Area Ronald McCormack		Parent Coordinator Lenny Perez	
Related Service Provider type here		Other type here	
Network Leader Terry Byam		Other type here	

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	1
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	3

C. School Demographics

Total Number of Students in School	422	Total Number of ELLs	75	ELLs as Share of Total Student Population (%)	17.77%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

Paste response to questions 1-6 here

1. The Home Language Survey is given at the District Level (not by us). However, when a new student arrives at a New York City school for his/her first day, our guidance counselors meet with the student and the family. If there is any question as to their ELL status, the counselors will immediately consult with one of the ESL teachers. The ESL teachers will test the student's reading skills, basic grammar, and assess oral and listening skills. Then, based on the results of the assessment and the RLER, we administer the LAB-R test within ten days of the student's arrival.

We conference with the students and the parents and inform them of our structure (Freestanding ESL) for ESL students and classes (Collaborative Team Teaching, Self-Contained ESL classes).

The ESL department reviews the results of the NYSESLAT to help us program students correctly and to align student schedules with state mandates for ELLs.

2. Fortunately, two of our guidance counselors and our parent coordinator are bi-lingual (English and Spanish), and nearly all of our ELLs are Spanish speakers. When a new student is assigned to our school, our guidance counselors, with assistance from the ESL department, inform the parents of our program and what the other choices are.

3. Students are sent to our school by the District.

4. This is not applicable since we only have a Freestanding ESL program.

5. This is not applicable since we only have a Freestanding ESL program.

6. This is not applicable since we only have a Freestanding ESL program.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	75	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	3
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0						
Total	0	0	0	0	0	0	0	0	0	0	0

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

C. Home Language Breakdown and ELL Programs

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

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
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	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:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										31	5	23	4	63
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1	1			2
Haitian														0
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										2	1	3	3	9
TOTAL	0	35	7	26	7	75								

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.

Paste resp

Currently we have 75 ELLs; they range in skill levels from beginner to advance. All but twelve come from Spanish-speaking households. Based on the results of the spring 2010 NYSESLAT Exam most of the ESL students at SFE scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. This is partially explained by the fact that the large majorities of our ELLs are Long Term ELLs and have been receiving ESL or bilingual services for 6 or more year. They are orally proficient in reading but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area classroom. In addition, we have a few ELLs who are not yet orally proficient in English whose needs are somewhat different than the Long Term ELLs and other ELLs who are already proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs of a wide range of student language proficiency.

To this effect we have implemented an ESL instructional program is a hybrid push-in/pull out model. We have three teams that serve ELLs: a split 9th/10th team, with the idea that ELLs benefit from having the same teachers for multiple years, the 11th grade team, and the 12th grade team. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154 for beginner students. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

We also have self-contained ESL classes. Students are programmed for the class based on their skill levels from the NYSESLAT and in-school assessments.

Below is how this coherent but flexible language policy fits into the 8 principles of a strong language allocation policy.

Principle One: A Coherent Language Policy

In implementing a push-in model we have also had to think about how we use both languages in the classroom. We face the challenge of a diverse ELL population in terms of language proficiency but not sufficient numbers to make possible separate classes by language proficiency. However, because almost all of our ELLs come from a Spanish-speaking background and all 3 ESL teachers are bilingual we have mapped out how to strategically use both English and the native language to best support our students. The ESL teachers in conjunction with content teachers and the administration have developed a language policy that we feel takes into account the individual needs of all of our students.

Principle Two: Academic Rigor

Through the push-in model we ensure that all ELLs at SFE participate in instructional programs that are aligned with ESL, ELA, and content learning standards as well as have access to a regents prep curriculum. Through the push-in model, teachers use ESL strategies and methodologies as well as native language support when necessary to address the needs of students at various proficiency levels.

Principle Three: Use of Two Languages

As mentioned above, the native language is used as support within content area classes. The rationale behind this is that in the content classroom our curricular goal is to have students master the concepts in a way that they can then apply to the regents exams and pass with a 65 or above. Because they can take these exams in their native language there is no reason we see why they cannot use their native language to make meaning out of the material in class.

Principle Four: Explicit ESL and ELA Instruction

The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans.

In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected.

1. We have an ESL instructional program that uses a variety of approaches - push-in, pull out, and self-contained ESL classes.. We have three teams that serve ELLs: a split 9th/10th team, with the idea that ELLs benefit from having the same teachers for multiple years, the 11th grade team, and the 12th grade team. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

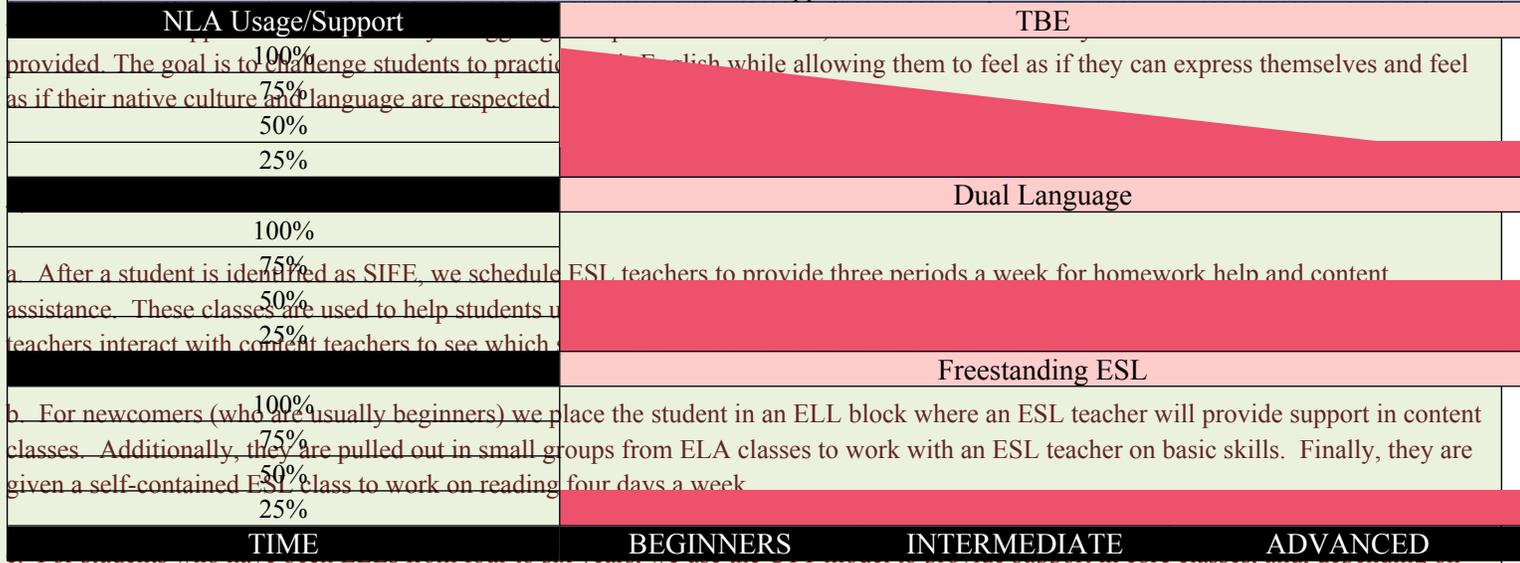
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	receiving the mandated number of minutes per week. Intermediate and Beginner Students are pulled out of English classes and taught basic skills by an	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	gether to ensure that ESL methodologies are infused throughout the curriculum; this includes academic literacy explicit throughout the content areas, as well as infusing language functions	45 minutes per day	45 minutes per day

and structures into lesson plans.

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.



skill level, assign the student to a self-contained ESL class.

d. . In order to meet the needs of LTEs at SFE, we have implemented an ESL instructional program in a hybrid push-in/pull-out model. We have three teams that serve ELLs: a split 9th/10th grade team, with the idea that ELLs benefit from having the same teachers for multiple years; an 11th grade team and 12th grade team. We have found this model to be very effective in helping and meeting the needs of LTEs to improve their linguistic and academic skills so that they become English proficient, meet state standards, and promotion/graduation programs.

e. ELLs with Special Needs receive services in a self-contained ESL class. Most of our ELLs who are classified as Special Education have very good listening and speaking skills, but they struggle with reading and writing in English. These students are assigned an additional English class with an ESL teacher to help them with their reading and writing. Many of these students have much better skills in English than in Spanish. onse to questions 1-4 here

B. Programming and Scheduling Information--Continued

	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

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

Paste response to questions 5-14 here We provide a variety of intervention services.

After-school and Saturday tutoring will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. After school tutoring began October 1, 2010, and will run through June 2011. Struggling students are mandated to attend Saturday and/or PM school in order to make up for deficient credits and skills. All students are welcome to attend Saturday school if they feel that they can benefit from the extra help and instruction.

Grade Teams meet each week and identify students that are in need of intervention. If necessary, the student is called for a conference with several teachers on the team to identify why the student is struggling and how to improve performance.

ELLs are programmed in an advisory class with a Spanish-speaking teacher.

6. Students who have tested out of ESL and are deemed proficient by the NYSESLAT continue to be programmed as part of the ELL blocks and receive ESL support in a Collaborative Team Teaching approach.

7. We will have more self-contained ESL classes so that the classes will be smaller and have a more narrow range of skill levels.

8. N/A

9. ELLs are afforded all of the same opportunities to participate in any and all school activities. Information from the school is always translated into Spanish so that all students and families have access to important notices and announcements. Team Leaders communicate available activities to the teachers on their teams and those teachers then communicate to the students. ESL teachers are responsible for making sure that their students are included. In fact, ELLs participate in school activities at a higher rate than non-ELLs.

10. . Materials used to help students develop their skills include videos that teachers download from the Internet (news, story summaries) and displayed on Smart Boards, and CDs that are associated with two series of books used in ESL classes, Visions (3 level series including Text, Activity Book, CDs) and English in Action (4 level series including Text, Activity Book, CDs). Teachers also use guided note-taking graphic organizers and have students do dictation.

11. In team-taught content area classes, the language policy varies based on the needs of the students. Whole class instruction is always given in English. In addition, reading materials are also in English. Students who have stronger English skills (most of our ELLs) do their assignments in English. However, our newcomer students are permitted to write their answers in Spanish. In addition, oral translation of the content is provided to these students by the ESL teacher if necessary. This comes in the form of responsible code-switching, where when it is clear the student does not understand the material, a summary of the material is provided in Spanish. The idea behind this is that in these content area classes, mastery of content is most important and if a child needs to make meaning in their native language this should not only be permitted but encouraged.

Newcomer ELLs are provided with testing accommodations including:

- o English and Spanish language versions of both in-class and regents assessments in the content area.
- Bilingual dictionaries for ELA class and the ELA regents

12. Yes

13. We have an orientation program for all new students to the school.

14. Spanish is the only foreign/native language offered.

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.

Paste response to questions 1-3 here

1. Our fulltime ESL teachers are fully certified in TESOL. In addition, one of them has attended QTEL workshops, and another teacher has attended extensive UFT workshops on supporting ELLs to pass the English Regents. One ELA teacher has also attended QTEL workshops. In addition, an on-going collaboration with the Research Institute for the Study of Language and Urban Society provides teachers working with ELLs on-going support for how to infuse literacy throughout the curriculum and how to plan for language functions.

2. As part of our school wide professional development program, we give teachers the opportunity to attend professional development workshops outside of the school building. If any costs are incurred, our school pays 50% of registration fees and other associated fees. Professional development opportunities include everything from inter-visitations to conferences for example a several of teachers attended the National Conference of Teachers of English (NCTE). Our teachers will also conduct workshops on how to meet the needs of ESL students

In addition, teachers have received professional development from the Research Institute for the study of language in Urban Society housed at the CUNY Graduate Center on how to infuse literacy throughout the curriculum and the importance of bi-literacy in the successful academic development of ELLs. Based on this PD, teachers are conducting inter-visitations to assist each other in better infusing literacy throughout the curriculum to better meet the needs of ELLs.

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Parents and families of students in the School For Excellence, are provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources.

To encourage parent involvement at SFE we:

- > conduct yearly Parent's Association elections for Executive Board members;
- > conduct monthly Parent's Association meetings;
- > through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education;
- > hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- > conduct outreach activities and training parents;
- > distribute all notices in English and Spanish;
- > provide resources for family outreach to assist and inform parents, and involve them in the school community;
- > encourage parents to network with each other and to communicate with school staff;
- > maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;
- > meetings are scheduled at various times during and after the school day to accommodate parents;
- > Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs. Parents can also keep up with their children by utilizing the new Skedula website.

2. Currently we are not partnering with any CBOs in connection with our ELLs.

3. We evaluate the needs of parents by inviting them to the school for a variety of functions and reasons, calling them on the telephone, and asking what services would be helpful for them. We do extensive outreach with the families of our students.

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)										11	1	4		16
Intermediate(I)										16	11	7	5	39

Advanced (A)											8	1	8	1	18
Total	0	0	0	0	0	0	0	0	0	0	35	13	19	6	73

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

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

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

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

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

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

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

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

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

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

Paste response to questions 1-6 here
 Part IV: B. Assessment Analysis

1. We were gratified to see that nearly all students improved proficiency levels according to their NYSESLAT results.
2. We see that most of our students, particularly our significant LTE population, perform markedly better on the Listening and Speaking sections compared with Reading and Writing. For this reason, we are offering ESL classes specifically geared toward improving the reading skills of our ELL population.
3.
 - a. The ELLs are performing at a slightly lower level than their peers at the same grade level. We are gratified that all but our lowest-level ELLs are taking their exams in English (although with translating dictionaries and a copy of the test in their native languages). Two of our intermediate ELLs passed the English Regents with scores of more than 75.
 - b. We distribute the results to all teachers of ELLs. Students are programmed for ESL classes or additional support based on these results.
 - c. The school is learning what areas of English acquisition that our students need to work on in order to exit ESL. We design lessons based on the results for students, differentiating as needed.
4. Not applicable
5. It’s an ongoing process. We meet as an ESL department weekly. Our Grade Teams meet bi-weekly to discuss all manners of issues, including those related to ELLs. We evaluate our students’ progress based on Periodic Assessment exams and ongoing assessments in our classrooms.

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		1/31/11
	Assistant Principal		1/31/11
	Parent Coordinator		1/31/11
	ESL Teacher		1/31/11
	Parent		
	Teacher/Subject Area		1/31/11
	Teacher/Subject Area		1/31/11
	Coach		1/31/11
	Coach		
	Guidance Counselor		1/31/11
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

DBN: 09X404

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:	350,674	166,505	517,179
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,506	1,665	5,171
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	17,533	*	
4. Enter the anticipated 10% set-aside for Professional Development:	35,067.40	*	

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.

* 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.

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

Parent Involvement Policy

- I. School for Excellence, in compliance with the Title I/PCEN mandates, has implemented a parent involvement policy strengthening the link between the school and the community. School for Excellence’s policy is designed to keep parents informed by actively involving them in planning and decision-making. Parents are encouraged to participate on school leadership teams,*

and the parents association. Educational research has shown a positive correlation between parental involvement and student achievement. The overall aim of the policy is to develop a parent involvement program that will build a home-school partnership that assists parents in acquiring effective parenting skills, provide parents with the information and training needed to effectively become involved in planning and decision making, increase their understanding of the role of the home in enriching education and improving student achievement, and the development of positive attitudes toward the school community as whole.

- II. The policy encompasses all parents including parents of English Language Learners and Special needs students.*
- III. The policy is designed based upon a careful assessment of parents' needs and the evaluation of the effectiveness of the Title I/PCEN Parent Involvement Program.*

In developing the School for Excellence Parent Involvement Policy, the School for Excellence PTA and parent members of the School Leadership Team were consulted on the proposed Parent Involvement Policy and asked to survey its members for additional input. To increase parent involvement, School for Excellence will:

- Actively involve parents in planning, reviewing and improving the funded programs and parental involvement policy of the school.*
- Support level committees that include parents such as the School Leadership Team and the Parents Association. Provide technical support when needed.*
- Maintain parent coordinators Title I funds to serve as liaisons between the school and parent communities. The parent coordinator will provide parent workshops based on the assessed needs of the parents in the school site.*
- These workshops will focus on the following topics: Parenting skills, GED, ESL, Technology and any instructional area that will build parents' capacity to*

help their children at home.

- *Provide informational meeting(s) on all funding programs in the school.*
- *Provide written translations of documents.*
- *Provide an Annual Parent Fair where all parents are invited to attend formal presentations and workshops that address their parenting needs.*

School for Excellence will encourage more school-level parental involvement by:

- *Holding annual Parent Curriculum Conference*
- *Maintaining parent participation in school leadership teams*
- *Distribute quarterly report cards to keep parents informed of their children's academic progress.*
- *Every September the school provides daily planners that include all information regarding school year calendar and any DOE rules and regulations. In addition the planners have contact information of all the staff members of the school in order to maintain daily written communication between school/teacher and the home.*

SCHOOL - PARENT COMPACT

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

The School Agrees

To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.

To offer a flexible number of monthly meetings at various times, and if necessary, and if funds are available, to provide transportation or child care

To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.

To provide parents with timely information about all programs.

To provide performance profiles and individual student assessment results for each child and other pertinent individual and school district education information.

To provide high quality curriculum and instruction.

To deal with communication issues between teachers and parents through:

1. *Parent-teacher conferences*
2. *Quarterly report cards that inform parents on their children's academic progress*
3. *Reasonable access to staff*
4. *Opportunities to volunteer and participate in their child's academic classes and educational trips such as: College visits and cultural institutions*
5. *Observation of classroom activities*
6. *Participation in our Bi-annual 9th grade Portfolio Roundtable presentations.*
7. *The use of technology such as phone master and school website in order to increase links that will enable us to improve parental involvement.*

The Parent/Guardian Agrees

To become involved in developing, implementing, evaluating, and revising School for Excellence parent involvement policy.

To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.

To supervise and work with his/her child/children on school work.

To monitor and supervise his/her child's/children's:

1. *Attendance and punctuality to the school.*
2. *Homework and instructional work.*
3. *Extracurricular activities that may interfere with the school work.*
4. *Provide accurate and up-to date contact information.*

To share the responsibility for improved student achievement.

To communicate with his/her child's teachers and guidance counselor about their educational needs or any social change that may interfere with the student's academic performance.

To provide information to the school on the type of training or assistance they would like or need to help them be more effective in assisting their child educational process.

1. **School wide reform strategies that:**

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

2. Instruction by highly qualified staff.

3. 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.

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

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

6. 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.
7. 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.
8. 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.

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

Part 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.

9. 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.
10. Schoolwide reform strategies that:
 - c) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - d) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

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

11. Instruction by highly qualified staff.

12. 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.

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

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

15. 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.

16. 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.

17. 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.

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

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I).

However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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¹ **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.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓				✓	2,3,4
Title I, Part A (ARRA)	Federal	✓				✓	2,3,4
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
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;

-
- 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.

- 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.