



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : EXCELSIOR PREPARATORY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q265

PRINCIPAL: LILLY N. LUCAS **EMAIL:** LLUCAS2@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lilly N. Lucas	*Principal or Designee	
Stephanie Betts-Coleman	*UFT Chapter Leader or Designee	
Joyce Yolanda Dail	*PA/PTA President or Designated Co-President	
Elaine Burke	DC 37 Representative, if applicable	
Vanessa Guillaume Nia Miller Francis	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Sue Burgher	CBO Representative, if applicable	
Christina Clarke-Walsh	Member/UFT Member	
Brandy Coleman-Nathan	Member/UFT Member	
Frances Francis	Member/Parent	
Jisela Lopez	Member/UFT Member	
Katiria Maldonado	Member/UFT Member	
David Scantlebury	Member/Parent	
Orin Thomas	Member/Parent	
Sandra Williamson	Member/Parent	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, 80% of Freshmen, Sophomores and Juniors will successfully complete a performance task aligned to the common core learning standards.

Comprehensive needs assessment

Based on the 2011-2012 Citywide Expectations and the 2014 role-out of PARCC assessments, students must be prepared to respond to higher order thinking questions as a formal assessment.

Instructional strategies/activities

- a) DYO Assessment; formative and summative assessments; AIS; attendance outreach; after-school groups.
- b) All teachers; guidance / social worker; attendance teams; administration
- c) Data / task analysis; lesson planning; assessments; student work; differentiation of instruction; small grouping

Strategies to increase parental involvement

Parent/Teacher conferences; Curriculum Nights; Skedula; Edline; PTA meetings; Guidance Parent Meetings; Global-Connect automated telephone messaging system; parent workshops; ongoing parent / teacher meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

Tuition payment; Professional Development; Mentoring; Observations (formal and informal); Eligibility lists; Curriculum Development; Subject and grade team meetings for collaboration.

Service and program coordination

AIS; PLATO online credit recovery; Teacher/Student meetings; Men of Distinction group; Exemplary Women group; Ambassadors program; Honor Society; Gateway program.

Budget and resources alignment

Tax Levy OTPS (textbooks; manipulatives; technology); Title I; Supervisor Per Session.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

To implement a minimum of three attendance improvement structures that will increase attendance by 2% over the school year.

Comprehensive needs assessment

Based on analyzing the 2010-2011 attendance data there were high levels of lateness and absences. This constituted a need to improve attendance and student progress academically.

Instructional strategies/activities

An attendance team will be created and will meet weekly; parent communication will be consistent pertaining to lateness and absences; at-risk students will be identified and assigned a mentor (Counselor, Dean, Advisor, or Administrator) to implement intervention services; conferences will be scheduled with parents and students; students with high attendance rates will be celebrated monthly.

Strategies to increase parental involvement

Parent/Teacher conferences; Curriculum Nights; Skedula; Edline; PTA meetings; Guidance Parent Meetings; Global-Connect automated telephone messaging system; parent workshops; on-going parent / teacher conferences.

Strategies for attracting Highly Qualified Teachers (HQT)

Tuition payment; Professional Development; Mentoring; Observations (formal and informal); Eligibility lists; Curriculum Development; Subject and grade team meetings for collaboration.

Service and program coordination

AIS; PLATO online credit recovery; Teacher/Student meetings; Men of Distinction group; Exemplary Women group; Ambassadors program; Honor Society; Gateway program.

Budget and resources alignment

Fair Student Funding: Salaries for Teachers and Administrators
OTPS: Certificates; awards; celebrations
NYSTL: Overhead projector for assemblies; lap tops.
SWP: Men of Distinction, Exemplary Women, and Ambassadors groups.

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

To increase the number of Sophomores completing 10 or more credits by 5 %.

Comprehensive needs assessment

During the 2010-2011 school year, there was a decline in the number of Sophomores accumulating 10 or more credits.

Instructional strategies/activities

PLATO online credit recovery system; AIS

Strategies to increase parental involvement

Parent/Teacher conferences; Curriculum Nights; Skedula; Edline; PTA meetings; Guidance Parent Meetings; Global-Connect automated telephone messaging system.

Strategies for attracting Highly Qualified Teachers (HQT)

Tuition payment; Professional Development; Mentoring; Observations (formal and informal); Eligibility lists; Curriculum Development; Subject and grade team meetings for collaboration.

Service and program coordination

AIS; Plato online credit recovery; Teacher/Student meetings; Men of Distinction group; Exemplary Women group; Ambassadors program; Honor Society; Gateway program.

Budget and resources alignment

SWP: Professional Development; Plato Online Learning
Fair Student Funding: (Tax Levy); Per Session (Teachers and Administrators)
OTPS: Supplies

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	10	16	17	19	65	N/A	11	175
10	12	15	15	20	41	N/A	29	41
11	18	13	16	16	25	N/A	04	26
12	11	16	12	15	52	N/A	09	12

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Reading logs, book projects, reading re-tell tutorial, vocabulary review, college essays, homework.
Mathematics	Test review, class assignments, homework, skill development, drill and practice.
Science	Homework help, lab make-ups, New York Times Science section review.
Social Studies	Modeling thematic essays, Regents Prep., document-based questions, homework.
At-risk Services provided by the Guidance Counselor	Transcript review, credit recovery, social development, college prep, credit accumulation, behavior modification, parent conferencing.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	Small group, one-on-one, conflict resolution, goal setting, coping strategies, identification of emotions, accountability, time management, CBT (Cognitive Behavioral Therapy).
At-risk Health-related Services	Physicals; vaccines; reproductive health services, first aide, immunization.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

To increase and improve parent involvement and school quality, we will do the following:

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- conduct parent workshops with topics that may include: parenting skills, financial aid, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, New School Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., curriculum night meetings, parent social meetings, and workshops, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed.

Excelsior Preparatory H.S. will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Night Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting performances and events for families;
- establishing a Parent Resource Area in the main office;
- encouraging more parents to become aware of the typical school day so they are knowledgeable of their children's needs;
- providing interim written and verbal progress reports that are periodically given to keep parents informed of their children's progress, including probable failure notices, access to up-to-date grades through the Edline website;
- developing a school website designed to keep parents informed about school activities and student progress;

- providing regular written communication between teachers and the home by using Edline, telephone calls, letters, and electronic telephone communication systems);

SCHOOL-PARENT COMPACT

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

I. Excelsior Preparatory High School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences.

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

II. Excelsior Preparatory High School Parent/Guardian Responsibilities:

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

III. Excelsior Preparatory High School Student Responsibilities:

- attend school regularly and arrive on time;

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

Part B: For Title I SINI Schools Only

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 will be used to remove the school from school improvement.

Columbia University supports School Inquiry Teams and works in conjunction with teachers to create and analyze DYO assessments. DYO assessments are used to inform and improve instruction.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Teachers will attend on-going professional development workshops facilitated by Network coaches and ISA coaches. In an effort to support teachers in providing high-quality instruction, teachers will also be trained in using online support tools such as PLATO and Skedula.

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.

Parents will be notified about the school's plan for improvement through various conversations and notifications. The School Leadership Team will be informed first, and then the PTA. In addition to informing parents at these meetings, there will be a letter sent home outlining all of the strategies we plan to implement.

Description of Activities

- Skedula
- PLATO
- Columbia University Support
- Teacher per session
- Supervisor per session

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Christop Groll / Terry Byam	District 29	Borough Queens	School Number 265
School Name Excelsior Preparatory High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Lilly Narine Lucas	Assistant Principal Hassan Fuller
Coach N/A	Coach N/A
ESL Teacher Ms. Rosa Hamlet	Guidance Counselor Ms. K. Carter
Teacher/Subject Area Ms. Stephanie Coleman /English	Parent
Teacher/Subject Area Mr. Dimian McKenzie /Math	Parent Coordinator N/A
Related Service Provider Ms. Nycole Sheffield	Other type here
Network Leader Terry Byam	Other type here

C. 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	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	467	Total Number of ELLs	11	ELLs as share of total student population (%)	2.36%
------------------------------------	------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. Students are interviewed by the ESL teacher, guidance counselor, and other members of staff who also speaks the same native language as the student. Home Language Identification Survey (HLIS) is then administered to the parent and child with the assistance of a staff member who also speaks the same native language. After 10 days of being admitted to the school, the LAB-R is administered by the ESL teacher. Spanish speaking students are administered the Spanish LAB, also. Languages spoken by pedagogues include French, Haitian-Creole, and Spanish. Steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are first obtained by using the NYSESLAT Exam history report from the data from the RLAT ATS report. Testing will be administered according to the dates set by New York State. Letters are forwarded to Parents in English and in native language to inform parents of the date of the test administration to ensure that all students are present for the test. The ESL teacher will ensure that every student is given the information of the test. Principals and Assistant Principals will also ensure that students are encouraged to take the test. The four components of the test will be administered and guided by New York State's mandatory dates.
2. Parent/student orientation sessions are given where program placement options are presented with clarity in both home language and English. Should Transitional Bilingual Education or Dual Language programs become available at our school, we will notify parents.
3. Once LAB-R test results are received from the NYCDOE, letters are sent via mail and back pack to parents in native languages available. We also follow-up via telephone calls. Letters are generated by ESL teacher and School Secretaries. These records are maintained in files by the Principal's secretary and the ESL teacher.
4. Students are programmed according to the LAB-R results. The beginners are programmed for three forty-minute ESL classes with the ESL teacher. Intermediate level students will be programmed for two periods of ESL instruction with ESL teacher. Advanced level would be programmed for one period class with an ESL teacher, and one period class of English with an ELA teacher. Mandated time is allotted for students. Placement and entitlement letters are distributed to students and parents in English and in native language. Records are maintained by the ESL teacher and by Principal's Secretary.
5. Parent Survey and Program Selection forms reveal that parents requested free-standing ESL at their choice of preference. We will inform parents when Transitional Bilingual Education or Dual Language programs become available at our school, however we will remind them that ESL is still what is offered. The parents of the 10 students who are currently enrolled in our ESL program have not expressed a desire to change their choice of program.
6. We discuss the three choices of programs with parents: Transitional Bilingual Education, Dual Language, and ESL Freestanding. Parents are allowed to choose a program for their child. Based on the parent's choice, we confirm that our school only offers ESL Freestanding. If parents do not prefer ESL Free-standing for their child, we inform them of other schools that offer the other two programs.

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	6	0	0	4	0	0	1	0	0	11
Total	6	0	0	4	0	0	1	0	6	11

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. 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.

A. Programming and Scheduling Information

- d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. Self-contained and homogeneous
2. Students are programmed according to classes for mandated periods: beginners have 3 classes per day each week; intermediate have 2 classes per day each per week; advanced have 1 ESL class per day each week and 1 ELA class per day each week.
3. All content areas are taught in English, however teachers differentiate instruction to accommodate ELL students. Dictionaries, glossaries, and specific vocabulary for subject areas are also used, and scaffolding techniques. The ESL teacher and the content area teachers meet to discuss students' progress and to assist with techniques of how to work with ELL students. Teachers are also encouraged to participate in workshops and professional development related to quality teaching for English Language Learners.
4. By evaluating foreign transcripts, by administering the LAB-R, and by utilizing Teachers with the same native language for translation services.
5. Depends on the ability of the group according to their levels of performance. SIFE students will attend one-on-one tutoring. Materials will be selected to help the students to bridge the gap in their education.
LEP students who have not met performance standard in writing:
 - a. Writing workshops
 - b. St. John's Liberty Partnerships college bound program on Saturdays in writing
 - c. Writing assignments to react to newspaper articlesLEP students who have not met the performance standard in reading:
 - a. Maintain a daily journal based on reading the newspaper.
 - b. Write and react to issues;
 - c. attend Saturday program at St. John's Liberty Partnerships Program where students will be given targeted assistance in developing reading skills.Students who US schools less than three years will participate in after-school programs in reading and writing.
Long-term ELLs will work with content area teachers, especially ELA teachers. They will work with vocabulary development, reading comprehension and techniques for completing multiple choice questions.
6. Instruction and grade level materials teachers use that both provide academic content areas and accelerate English language development include: Jigsaw reading techniques, Round Robin, Think-Pair-Share, double-entry journals, differentiated instruction, scaffolding.
7. Curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment includes weekday after-school programs and Saturday programs including the Liberty Partnerships college bound program at St. John's University on Saturdays.

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0		0	0
Math:	0			
Science:	0			

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	

B. Programming and Scheduling Information--Continued

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

8. Targeted intervention programs for ELLs in ELA, math, and other content areas include after-school programs, small groups according to individual weaknesses. ELLs meet with content area teachers for individual tutoring: ELA, Math, Social Studies, and Science teachers. Students are selected based on their progress and report-card data.
9. ESL teacher will frequently consult with content area teachers to determine progress and weakness in each area. ESL teacher will also meet with the students for encouragement and help as necessary. ELL students who reach proficiency level will also be given time and a half for all exams as current ELL students. They will also be accommodated in the same room to allow for the time and a half as current ELL students.
10. Planning to offer Saturday classes
11. None
12. ELL students in our school are encouraged to participate in all school programs including sports, clubs, and shows. ELL students are exposed to school-wide advertisements for all programs. ELL students are encouraged to participate in all school activities. Funding sources for extra-curricular school activities include school per-session budget for staff members. The Liberty Partnerships program at St. John's University is a Saturday program that is free to students but is state funded. All after-school activities such as clubs, tutoring, sports, and begin at 3:15 p.m. until 5:00 p.m.
13. Audio book program entitled "Read 180" is used to assist students in their developing reading skills. This is very suitable for sub-groups since students can work in small groups assisted by the use of the audio system. Works of literature are enforced with the use of video produced materials such as "A Miracle Worker," and "A Raisin in the Sun" in text and in video. Teachers of content area use SMART boards, overhead projectors, and power point presentations, as well as glossaries and specific vocabulary to support ELL students.
14. The native language support is given through the buddy system where senior ELL students assist incoming ELL students. Encouragement is also given to ELL students by staff members who are native language speakers in other content areas. The TBE and Dual Language programs are not currently offered at this time.
15. ELL students are placed in grade levels based on the number of credits earned. Grade and age levels are determined as per the evaluation of foreign transcripts. Required services, support, and resources will be identified as per the needs of each individual ELL student. If necessary, students will be directed to the resource center and other one-on-one tutoring.
16. Activities for new incoming students include orientation where students will receive information in native language such as important areas in the school building, clubs where students can be assigned to a buddy, and peer tutoring using native language as well as English.
17. Spanish

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

1. Professional development plan for all ELL personnel at the school includes Q-Tel sessions with licensed ESL teacher and other invited professionals in that field. During the Spring 2012 school semester there will be 3 Professional Development sessions for all personnel who work with ELL students. All school personnel are mandated to attend Professional Development sessions.

2. The yearly "RLAT" ATS report is explained to all staff during Professional Development to explain when the students move from one level to another. This includes the number of mandated minutes required at each level. It will also advise the ELA teacher who will be instructing the advanced ELL students so that they can have a better understanding for the need to differentiate instruction in ELA classes.

3. 7.5 hours of ELL training will be part of the Professional Development sessions for all personnel who work with ELL students. Staff will be encouraged to enroll in webinars and other ELL workshops. They will be reminded that they need 7.5 hours and documentation of attendance will be recorded by the Assistant Principal of Curriculum and Instruction.

E. Parental Involvement

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

1. Parents are involved in Saturday workshops where they are given information as to the New York City Secondary Education policies for attendance, graduation, and discipline. Parents are also invited to participate in festive after-school activities by providing donations of food and beverages. Letters of invitations to after-school activities are provided in English and in native languages.

2. Our Children's First Network 404 (CFN 404) provides workshops and services to ELL parents. Our school collaborates with the CFN to communicate and provide information to parents in English and in native languages regarding dates for workshops and services.

3. Evaluation of the needs of parents are done during Parent-Teacher conferences, PTA meetings, and continuous outreach during the school year. Parent Coordinators serve as liaisons between parents and the school. Parent Coordinators roles include telephone calls and outreach. Translation services are utilized when necessary.

4. Parental involvement activities include Saturday workshops, Parent-Teacher conferences, and PTA meetings. Workshops include sessions regarding acclimating parents to the United States education system, graduation requirements, school rules and discipline policies, and hands-on information about how to access student information via online systems.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3	0	1	0
Integrated Algebra	1	0	1	0
Geometry	0	0	0	0
Algebra 2/Trigonometry	1	0	1	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	2	0	1	0
Living Environment	3	0	3	0
Physics	0	0	0	0
Global History and Geography	0	0	3	0
US History and Government	3	0	0	0
Foreign Language	0	0	0	0
Other	0	0	0	0
Other	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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

School Name: EXCELSIOR PREPARATORY H.S.		School DBN: 29Q265	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
LILLY N. LUCAS	Principal		
BOMA JACK	Assistant Principal		
N/A	Parent Coordinator		
ROSA HAMLET	ESL Teacher		
JOYCE YOLANDA DAIL	Parent		
STEPHANIE BETTS-COLEMAN	Teacher/Subject Area		
DIMIAN MCKENZIE	Teacher/Subject Area		
	Coach		
	Coach		
KATRINA CARTER	Guidance Counselor		
TERRY BYAM	Network Leader		
Eric Leggio	Other <u>Teacher</u>		
Christina C. Walsh	Other <u>Teacher</u>		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q265 **School Name:** Excelsior Preparatory High School

Cluster: 4 **Network:** 404

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.

Data and methodologies used to assess our 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 includes the following: Home Language Survey, admission interview, Parent-Teacher Conferences, orientation, data, results of LAB-R & NYSESLAT. This information will be sent home to parents in English and in native language by mail and by telephone.

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.

Based on our schools written translation and oral interpretation needs we found that parents need workshops to use the technology to keep abreast of their children's progress. Findings were reported to the school community by way of information shared during School Leadership Team meetings, at Parent-Teacher Conference meetings, and during faculty conferences.

Our school determines the primary language spoken by each parent during the first informal interview and also using the Home Language Identification Survey.

Currently there are 11 parents / families of our ELL students. Languages spoken are Arabic, Hatian-Creole, Spanish, French, and Bengali.

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.

To meet the needs identified in part A, Excelsior Preparatory High School will translate information and correspondence to parents via USPS mailings, distribution to students, and Global-Connect automated phone messaging system. Written translation services will be provided by in-house school staff and Global-Connect's translation feature.

All written documents are translated by in-house school staff. Documents are translated from English to the native languages. Documents will also be sent home in both English and in native language.

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.

Oral interpretation services will be provided by bi-lingual faculty and staff members during meetings, conferences, and workshops. Oral translation services will be provided by in-house school staff.

All oral interpretation services are provided by in-house school staff who are fluent in the native language during PTA meetings, parent workshops, and Parent-Teacher conferences.

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>.

Excelsior Preparatory High School will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by providing information in both English and Native Language when necessary.