



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: EXCELSIOR PREPARATORY HIGH SCHOOL

DBN: 29Q265

PRINCIPAL: LILLY NARINE LUCAS

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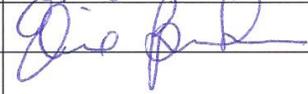
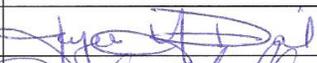
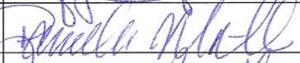
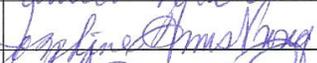
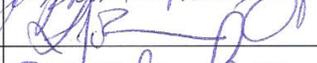
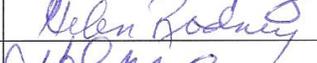
SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP 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 No. Lucas	*Principal or Designee	
Stephanie Betts Coleman	*UFT Chapter Leader or Designee	
Orin Thomas	*PA/PTA President or Designated Co-President	
Elaine Burke	DC 37 Representative, if applicable	
Ashanti Blackman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joyce Y. Dail	Member/ Parent	
PAMELA Miller	Member/ Parent	
Josephine Armstrong	Member/ Parent	
Deightoya Johnson	Member/ Staff	
Jisela Lopez	Member/ Staff	
HELEN RODNEY	Member/ Parent	
Katiria Maldonado	Member/ Staff	

** Signature of constituent only indicates participation in the development of the SCEP, not approval.

Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature.

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP 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 that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) [HERE](#) and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 [HERE](#).

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR 11-12 pages 2 , 3, 4, 5, 6, 7 and 8

Pg. 2 – The school leaders should revisit the current system for data disaggregation and analysis to focus more closely on student-by-student, class-by-class and subgroup-by-subgroup areas of need, in addition to the whole school and grade monitoring. The school leader should develop a system that ensures that student data are shared with students, their parents, and the guidance staff in order to set goals for next steps. Goals, with a corresponding time-bound action plan, that addresses the performance of the identified student subgroups should also be included in the CEP.

_ The school leadership should develop a system for using formative, interim, and summative data to identify individual student needs and monitor student outcomes. School leaders should examine teachers' use of individual student data and create a system in collaboration with the staff to monitor achievement trends and inform improvement targets.

_ Classroom observations and lesson plans reviewed by the team did not reflect any specific adaptations, modifications or strategies for students in the identified subgroups or students with disabilities and ELL's.

_ Most classrooms were print rich with commercial documents. However, limited student work was displayed in the visited classrooms. Where student work was displayed, few had accompanying rubrics; teacher feedback was not specific and did not include comments for improvement or next steps.

_ In many of the classrooms visited by the review team, the pacing of instruction was slow, which resulted in learning time not being maximized. Students finished their identical assignments at different rates, and students who finished tasks before the completion of the designated time had to wait for the rest of the class to complete their work before moving on to the next task. There was insufficient time to bring lessons to closure, check for student understanding and assess outcomes for next steps.

_ Although students were arranged in groups, there was little evidence that groups were formed using data based on individual student academic needs. In most classrooms visited by the review team, students were working independently on the same task within their "group."

_ The school has Inquiry Teams that are formed by departments. Each team looks at student achievement in each of the content areas. The teams also create DY0 assessments. However, the results of the data are analyzed only at the class level. Subgroup data trends are neither reviewed nor individual student item analyses used to determine instructional best practices.

_ The co-teaching model of one teaches and one assists used in most integrated Co-Teaching (ICT) classes was not effectively supporting the academic and social needs of struggling students. Not all students were actively engaged in some lessons, and in many classes observed, this was not addressed by either teacher.

Pg. 3 – Professional Development opportunities should be made available to teachers on a variety of instructional strategies to

promote differentiation of instruction. Strategies should focus on ensuring that tasks match the academic needs of identified subgroups. School leaders should regularly monitor teacher planning and instructional practices in the classroom to ensure that differentiated activities are in place throughout the school.

_ The school leaders should provide PD to introduce teachers to a wider range of instructional strategies that can be used in the classroom to promote greater student participation in the learning process and can meet the needs of all student subgroups, including students with disabilities and ELL's. Teachers should be expected to implement these strategies. School leaders should monitor through the observation process the effectiveness of implementation and provide additional PD for teachers when necessary.

_ A uniform grading policy should be developed for use across all grades and content areas. The policy should be reflective of consistent expectations for student academic performance.

Pg. 4 – The school leaders should ensure units of instruction, lesson plans and reading strategies address the skills associated with students' current reading levels. Research based strategies to improve reading outcomes should be incorporated into the ELA curriculum. School leaders should ensure that all teachers are well versed in reading strategies such as active comprehension monitoring, graphic and semantic organizers, question generation and selective rereading to support students' understanding of text, Administrators should ensure that these strategies are routinely incorporated into instruction.

_ The school leaders should work with the Network to develop curriculum in all core areas and ensure that it is clearly aligned with the current New York State Learning Standards. The curriculum should be aligned to the P-12 Common Core Learning Standards (CCLS) in ELA and literacy to prepare for implementation in school year 2012-13. All curricula should be developed by knowledgeable and trained individuals (national, State or local) who understand the key elements of curriculum development. All teachers and administrators should participate in PD in implementing a curriculum with rigor with delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include feedback regarding teacher knowledge and implementation of the curriculum.

_ Learning objectives should be shared with students to establish a purpose for learning. Learning objectives should be displayed and discussed with students at the beginning, during, and at the end of lessons. School leaders should ensure, through the observation process, that this practice is uniformly implemented.

_ The school leaders should form professional learning communities to develop specific adaptations and modifications for students with disabilities and ELL's for each grade level within the written curriculum. Curriculum maps and lesson plans for each grade should be developed with clear indicators as to how the activities will be adapted or these subgroups. Specific reading strategies for students with disabilities and ELL's should be included in these adaptations and modifications. Modifications from the IEP should be known and followed by all teachers who provide services to students with disabilities.

_ Teachers should showcase exemplars of student work in classrooms and on bulletin boards in hallways. Rubrics should be used

as a tool in planning and assessing student work. Teachers should participate in PD activities that model the use of rubrics to provide teacher feedback that incorporates actionable next steps to help students improve.

_ The school leaders should ensure appropriate pacing and sequencing of instruction. Teachers should plan effective lesson closures to enable students to synthesize the lesson objectives, assess the degree of student mastery, and allow students to efficiently transition to the next class. School leaders should make the pacing of lessons a regular focus for walkthroughs and observations.

_ The school leader should provide PD to teachers in using data analysis to formulate groups that are differentiated to meet individual student needs. All students should be provided with tasks and activities that address their specific learning needs. School leaders should monitor teacher planning and instruction to ensure that the use of data to group students becomes common practice in all classrooms. Ongoing PD should be provided in implementing flexible grouping based on formative, interim and summative data for teachers who need additional support with this strategy.

_ The school leader should use the Inquiry Team process to monitor and analyze data at the classroom and individual student levels. The results of this analysis should be used to develop effective instructional practices to meet the specific needs of student, whole class, grade level and/or school wide subgroups. Subgroup trend data and the results from the assessment item analysis should be used to develop student achievement goals to monitor student performance and progress. School leaders should monitor the work of the Inquiry Teams and provide appropriate guidance and feedback.

_ Teachers of ICT classes should be provided support, guidance, and where appropriate, PD to implement a more effective co-teaching model. Teachers should be given opportunities to visit classrooms with effective collaborative teaching models. The school program should include regularly scheduled collaborative planning time for co-teachers to ensure best practices for shared instruction. School leaders should closely monitor ICT classroom practices and provide constructive feedback to teachers.

Pg. 5 – The school leaders should develop CEP goals in collaboration with the School Leadership Team (SLT) that are aligned to the areas of identification and needs of the identified student subgroups within the AOR. The SLT should carefully evaluate the plan's effectiveness and progress towards achieving adequate yearly progress (AYP) goals throughout the school year.

_ All formal and informal observations and walkthroughs should include clear targets for improvement. Follow-up observations should be conducted in a timely manner to check on progress. The school should seek support in developing lesson observation protocols, including training for school leaders in writing effective teacher feedback. The outcomes of lesson observations should provide a focus for the comprehensive PD plan.

_ An analysis of all school data and subgroup data should be conducted, with assistance from the Network, to determine the specific academic issues that caused the school to be identified as a school in need of improvement. The results of this analysis should guide the school in establishing school improvement goals and informing their PD plan.

_ The school leaders should establish a uniform system for teacher observation, with clear expectations for teacher effectiveness. Details should be provided to outline areas in which teacher improvement is needed. In addition, school leaders should use the observation process to ensure teachers are held accountable for incorporating the skills developed within PD activities into their instructional practice.

Pg. 6 – The school leaders should create a well-structured AIS program that uses data to target students for support services and identify the specific needs of the students. AIS should be a class that is programmed into the students' regular schedule. Credit recovery should be viewed as a distinct and separate program from AIS as AIS is supportive and cannot be credit bearing. School leaders should monitor the AIS program to ensure that teachers are offering appropriate, research-based activities to meet the individual needs and interests of students to facilitate successful educational outcomes. Programs should be continuously monitored and modified to meet the changing needs of students.

_ The school leader should seek assistance from the District/Network, CBOs, and other outside partnerships to develop additional postsecondary readiness options that include a school-to-career initiative to provide an additional pathway for students who wish to enter the workforce upon graduation.

_ The school leaders should seek to identify high performing schools that have embedded access to instructional technology in priority instructional areas to support classroom instruction. PD should be provided to facilitate successful integration of technology into instruction, and school leaders should monitor its implementation.

Pg. 7 – A comprehensive PD plan based on data should be developed and implemented to improve the quality of teaching and learning. Teachers should participate in meaningful PD in order to remain current with their profession and meet the learning needs of their students. The PD plan should be aligned with the school CEP goals and should take into account the differentiated needs of the staff and students.

_ The school leaders should ensure that the PD plan includes sessions on effective strategies to meet the specific learning needs of students in the identified subgroups in the area of ELA. The PD program should be aligned to the CEP goals that are developed as a result of a comprehensive needs assessment.

_ The PD plan should take into account the differentiated needs of the staff and the students, determined from surveys and teacher observations. Teachers should be held accountable for the implementation of strategies learned through PD that can lead to improvements in student performance and the quality of instruction.

_ A feedback mechanism should be incorporated into PD sessions to enable school leaders to evaluate the efficacy of the PD offerings. This methodology affords teachers the opportunity to inform future PD offerings to better address their needs.

Pg. 8 – The school leaders should consider allocating funds for the purchase of books to support ELA instruction, including instructional materials that are in alternate formats and appropriate for students with disabilities, as well as native language materials for ELL’s. Classroom libraries should be provided with quality literature and adequate books to support the reading needs of all students. School leaders should seek additional funding sources such as grants and/or donations to obtain additional materials.

_ The school leaders should seek funding through grant writing and local agencies to integrate appropriate technology into the curriculum. A comprehensive technology plan should be developed and implemented.

_ The school leaders should ensure that the school librarian’s schedule and instructional role in the school are aligned with current library and media standards so that students receive instruction in conducting online research and using multimedia resources. The school leader should seek to maximize the use of the library facilities and encourage staff and students to make use of the library.

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.
- ___ 2.2 School leader’s vision
- ___ 2.3 Systems and structures for school development
- X 2.4 School leader’s use of resources
- ___ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
- To improve teacher effectiveness by exploring best practices developed through a research based teaching rubric.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) Time line for implementation will be outlined by the scheduled marking periods.
 - e) Measurement

- a) Teachers will receive professional development internally from the Network and contracted consultants from Teachers College Columbia University and externally; teachers will turnkey PD information to colleagues when returning from external PD sessions. PD will also provide departmental support on ICT and differentiation of best practices and strategies along with support in weekly Inquiry Team Meetings. Teachers will also meet in subject teams for collaborative planning with ICT and/or ELL teacher in support of bottom third student achievement, individual focus and school wide student achievement; In addition to AIS sessions, SPED and ELL students will receive additional online English support after school with a licensed English teacher present for additional academic support and intervention; Sped and ELL students will also receive Regents Prep classes; all Advisory teachers school wide will be assigned to a group of 7 at-risk students to monitor academically and work collaboratively with guidance, the social work team and parents to ensure student achievement; teachers will ensure that students are attending AIS sessions and sharing individual “Plans for Success” with their assigned at-risk students; Plans for Success will be done every Marking Period. Individual student data collection using DYOs, formative and summative assessments performance task data to support individual and group goal setting and tracking as well as inform teacher planning and instruction in collaboration with a Teachers’ College Consultant; Teachers will focus on cooperative grouping as a differentiation strategy. Teachers will review student work with students during AIS sessions. Students will be provided with time management, study and organizational skills during Advisory classes and individual AIS sessions and review of updated transcripts every marking period. Students will be programmed for credit recovery classes; Ongoing parental and/or individual student guidance conferences to share data and incorporate the “Plans for Success,” which is an individual plan for each student in every class that they are not being successful in. The teacher has to complete a “Plan for Success” for each student in danger of failing, share the plan with the student, the parent and guidance staff. This plan can also be shared with colleagues when discussing student success across the board in Student Support Team meetings. The time line for implementing this is from September 2012 through June of 2013. The “Plans for Success” will be completed for each marking period.

- b) Key personnel will include administrators, teachers, guidance and social work and the attendance teams. Administrators will monitor teachers’ success of teaching and learning with Scholarship meetings every marking period to review the course passing rates, review of “Plans for Success” submitted for each student in danger of failing the classes, ongoing Professional Development, formal and informal classroom visits, providing ongoing purposeful performance feedback to teachers with the framework of rubrics for teacher effectiveness; teachers will implement recommendations through planning and teaching; teachers will maintain communication with parents by telephone, correspondence or Skedula updates; teachers will intervene social/emotionally by collaborating with the social worker or CBO Social Work team to monitor students’ progress; Parents will continue to be an integral component of student achievement by attending guidance and teacher conferences with their children for updates; Staff, students and parents will receive ongoing logon information to maintain 24 hour ongoing communication with home and school via the Skedula online tool to provide updated grades, homework and overall progress of students. The school will continue to utilize the phone master automatic telephone outreach system to inform parents of their children’s attendance, academic progress and school wide activities.

- c) Based on teacher effectiveness, eighty percent of freshmen, sophomores and juniors successfully completed a performance task aligned to the common core learning standards by the targeted date of June 2012. Teachers were provided with ongoing professional development and common planning time to align the Common Core Learning Standards into their Unit Plans Curriculum and lesson plans, to improve students’ understanding of the content with student focused learning; questioning and discussion techniques; grouping of students based on data of assessments and AIS sessions to inform students about their individual data and progress plan; teachers planned interim school wide assessments collaboratively by reviewing student work and item analysis of regents and assessments to inform lesson planning and instruction; teachers collaboratively created a school wide rubric in subject teams; teachers collaborative created Inquiry Team binders which include assessment samples, student work, “Plans for Success,” rubrics, lesson plans, a list of

their targeted at-risk students to monitor student achievement; a list of the bottom third, ELL and SPED population for reference school wide; improvement of course passing rates by holding teachers accountable for student achievement in class and on regents exams. Teachers have been collaborating on a much higher scale with the librarian to ensure that the students visit the library and are learning research techniques to write their papers and prepare them for college ready skills. Student are encouraged daily to visit the library during lunch and to utilize the books from the library. The technology technician has been collaborating with all teachers to co-present to students daily in the computer lab and teach students to utilize the computer to do research and presentations with power point. Students are also encouraged to log on to Skedula after school to view their progress in their classes. All classrooms have computer access for students. All four ELA teachers have been presented with the ELMO educational tool to enhance classroom instruction. All teachers have access to LCD Projectors, Skedula and an additional five SMARTBOARDS have been ordered which will allow two in each core department across the school. Two in Math, two in Science, two in English and two in Social Studies amongst departments with four teachers which is considered ideal in a small school. Several teachers have been trained in PLATO in all four core subjects to support online PLATO instruction which has available credit recovery courses, AP online courses and several online languages. A considerable amount of scientific and graphing calculators were purchased for school wide use in the classrooms and for state exams. The digital photography elective class was also equipped with cameras to provide a more hands on approach to the arts linking technology. The Art teacher also has an LCD Projector, desktops and MAC computers, a colored and black and white printer accessible in her classroom which aligns technology as well into the daily classes. The music class has several choices of instruments, MAC computers, a television, a dvd recorder, colored and black and white printers to enhance the Music daily instruction and align technology in the classroom.

- d) The timeline for implementation was immediate based on the feedback we received from the SQR. As a school community we collaboratively reviewed the recommendations and findings and structured all school wide goals, the CEP, common planning periods, parent meetings, professional development sessions in the building based on the requirements we needed to fulfill as a school community to improve student achievement school wide. Staff has also been attending ongoing professional development sessions out of the building to support professional growth in improving student achievement academically and meeting students' needs socially and emotionally as Advisors. Three after school support groups entitled "Men of Distinction, Exemplary Women and the co-ed Ambassadors' Club" have also been formed three years ago to provide additional positive outlet for our youth to communicate, partake in school events, involve community service and build school culture.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Various social and educational services will be coordinated and funded based on mandated city, state and federal government requirements for students in temporary housing, special education, ELL's, and gen ed students school wide and funding for parental engagement. Teachers and students will be provided with the textbooks, supplies and technology needed to implement teaching and learning in the daily operations of a school based. Teachers will be hired based on qualifications, certification, experience if applicable and performance record to meet the needs of the school wide community. Teachers already on staff will continue to demonstrate high performance standards by evidence of data derived from student achievement. Ongoing professional development will continue to be provided by contracted vendor Teachers' College Columbia University Partnership weekly, to support teachers in ELA and Math in meeting and aligning the state and common core learning standards across all disciplines with Priority Funds. Funding will also be set aside to provide professional development for teachers in and out of the building to ensure professional growth across the disciplines school wide. Funding will also be provided to improve student passing scores on the Regents exams by providing regents preparation classes during extended day programs after school and on three to four weekends per month. Approximately six to eight teachers will also be compensated through allocated Priority funds to provide instruction after school and also to monitor online sessions to provide credit recovery in all subject areas after school for students who failed their classes. Administrators, teachers, guidance and social worker will be compensated through Priority funds, for students attending after school sessions five days a week in the different disciplines from 3:15 p.m. to 4:15 p.m. , and three to four weekend meetings from 9:00 a.m. to 12:00 p.m. in the different disciplines, to work with students and parents around school wide initiatives, such as Regents Preparation, College Planning, Financial Aid, Social/Emotional concerns, Parent Teacher Association Meetings, and other sessions needed, to promote student achievement.

Detailed usage of Title I Priority/Focus Funding:

Bulk Job GKZYW

Teacher Regular Grades Per Diem

8 teachers at 8 days of absence coverage at a contracted daily rate per day.

OTPS Line Code – UJPL

Curriculum & Staff Development (Supporting Great Teachers)

A purchase order will be generated to pay vendor Teachers College at Columbia University to provide Professional Development to Teaching staff

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR 11-12 – Page 2, 3, 4

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_ A uniform grading policy should be developed for use across all grades and content areas. The policy should be reflective of consistent expectations for student academic performance.

Pg. 4 – The school leaders should ensure units of instruction, lesson plans and reading strategies address the skills associated with students' current reading levels. Research based strategies to improve reading outcomes should be incorporated into the ELA curriculum. School leaders should ensure that all teachers are well versed in reading strategies such as active comprehension monitoring, graphic and semantic organizers, question generation and selective rereading to support students' understanding of text, Administrators should ensure that these strategies are routinely incorporated into instruction.

_ The school leaders should work with the Network to develop curriculum in all core areas and ensure that it is clearly aligned with the current New York State Learning Standards. The curriculum should be aligned to the P-12 Common Core Learning Standards (CCLS) in ELA and literacy to prepare for implementation in school year 2012-13. All curricula should be developed by knowledgeable and trained individuals (national, State or local) who understand the key elements of curriculum development. All teachers and administrators should participate in PD in implementing a curriculum with rigor with delivery methods that are student-centered. The curriculum should be relied upon as the basis for assessing individual student mastery and progress. Walkthroughs and formal evaluations should include feedback regarding teacher knowledge and implementation of the curriculum.

_ Learning objectives should be shared with students to establish a purpose for learning. Learning objectives should be displayed and discussed with students at the beginning, during, and at the end of lessons. School leaders should ensure, through the observation process, that this practice is uniformly implemented.

_ The school leaders should form professional learning communities to develop specific adaptations and modifications for students with disabilities and ELL's for each grade level within the written curriculum. Curriculum maps and lesson plans for each grade should be developed with clear indicators as to how the activities will be adapted or these subgroups. Specific reading strategies for students with disabilities and ELL's should be included in these adaptations and modifications. Modifications from the IEP should be known and followed by all teachers who provide services to students with disabilities.

_ Teachers should showcase exemplars of student work in classrooms and on bulletin boards in hallways. Rubrics should be used as a tool in planning and assessing student work. Teachers should participate in PD activities that model the use of rubrics to provide

teacher feedback that incorporates actionable next steps to help students improve.

_ The school leaders should ensure appropriate pacing and sequencing of instruction. Teachers should plan effective lesson closures to enable students to synthesize the lesson objectives, assess the degree of student mastery, and allow students to efficiently transition to the next class. School leaders should make the pacing of lessons a regular focus for walkthroughs and observations.

_ The school leader should provide PD to teachers in using data analysis to formulate groups that are differentiated to meet individual student needs. All students should be provided with tasks and activities that address their specific learning needs. School leaders should monitor teacher planning and instruction to ensure that the use of data to group students becomes common practice in all classrooms. Ongoing PD should be provided in implementing flexible grouping based on formative, interim and summative data for teachers who need additional support with this strategy.

_ The school leader should use the Inquiry Team process to monitor and analyze data at the classroom and individual student levels. The results of this analysis should be used to develop effective instructional practices to meet the specific needs of student, whole class, grade level and/or school wide subgroups. Subgroup trend data and the results from the assessment item analysis should be used to develop student achievement goals to monitor student performance and progress. School leaders should monitor the work of the Inquiry Teams and provide appropriate guidance and feedback.

_ Teachers of ICT classes should be provided support, guidance, and where appropriate, PD to implement a more effective co-teaching model. Teachers should be given opportunities to visit classrooms with effective collaborative teaching models. The school program should include regularly scheduled collaborative planning time for co-teachers to ensure best practices for shared instruction. School leaders should closely monitor ICT classroom practices and provide constructive feedback to teachers.

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 3.2 Enacted curriculum

 X 3.4 Teacher collaboration

_____ 3.3 Units and lesson plans

_____ 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To implement Common Core State Standards (CCSS) aligned tasks in all core subjects across grade levels by June 2013. All teachers of math, English, science, and social studies will develop and engage students in two common core aligned performance based assessments as evidenced by DYOs, unit plans, and curriculum maps.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups, in Special Education and English Language Learners
 - b) administrators, teachers, guidance/social work staff and other resources such as Partnership with Children CBO, Mentoring USA and Morningside Agencies will be used to implement these strategies/activities,
 - c) Identify targets based on weekly or monthly reports to evaluate the progress, effectiveness and impact of the strategies and activities in relation to student progress. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) Time line for implementation is June 2013.

- a) A more intense formative assessment approach aligned to the CCSS will be employed, including more frequent observations of staff with immediate feedback through teacher inter-visitations. Teachers will collaboratively create a rubric and a checklist to be used during the 3 inter-visits with their colleagues during common planning periods. Inter-visits can only include one lesson in their content area. The rubrics will include evidence of the CCSS lesson planning and instruction, questioning and discussion techniques, use of wait time, evidence of grouping through the use of data from the assessments created in the disciplines, and updated student work. Teachers will collaboratively give feedback to their colleagues about the 3 visits. Summative assessments aligned with the CCSS will be administered every six weeks across all grades and content areas, including Spanish, Art and Music. This will be an interdisciplinary approach to creating the assessments. The assessment results will be shared and discussed with students by the teachers to identify areas of strengths and areas in need of growth, as well as next steps for teachers and students. A strong focus will be placed on writing across the curriculum to develop high level writing skills. Ongoing professional development internally and externally, will continue to be provided towards teacher development to provide targeted support and assistance to students' needs in understanding the CCSS, throughout the year. Selected teachers will turnkey information to colleagues for pedagogical enrichment and sharing best practices to improve student achievement. Colleagues will be provided with feedback evaluations for the presenters. Teacher teams will continue to meet weekly and build a data driven culture by following a data cycle of assessments, to examine student work and data through the lens of CCSS and adjusting instruction to meet and align to the rigor of CCSS. Teachers will meet in subject teams for collaborative planning with ICT/ELL teacher in support of bottom third students' achievement, individual focus and school wide achievement. Teachers will all assume the role of advisors collaboratively to adopt a list of seven at-risk students each to monitor academically and socially to ensure success. During common planning time, teachers will discuss and review students' work and progress, including the "Plans for Success" for every student in danger of failing a class, every marking period. Individual student data collected using DYOs, formative and summative performance task data will be used for teacher collaboration and planning during Inquiry Team meetings. Teachers who are assigned the at-risk students lists of 7, will be able to review the data collaboratively during common planning, and share with the students during AIS sessions or assigned one-on-one mentoring periods. Teachers will collaboratively create binders and decide on the contents, to monitor their at-risk caseload. They will discuss with their colleagues, their at-risk students assigned to them academic progress, and provide updates to each other and update their students. Teachers will collaborate on creating incentives for students to attend and pass all classes, attend AIS classes, attend credit recovery classes if applicable, attend classes on time and improve their daily attendance. Teachers will create a revised rubric school wide to include these incentives and promote student achievement. Teachers will support each other in maintaining updated Skedula accounts. Teachers will come up with an incentive for colleagues who have the most students attending AIS classes for the month, a reward for monthly perfect staff attendance, and one hundred percent attendance of their classes with student attendance.

- b) Key personnel will include administrators, teachers, guidance and social worker. This will involve collaborative team meetings for sharing of information about monitoring students' progress and enable staff collaboration. The use of Skedula will allow staff to log on and view students' progress on an ongoing basis as well. This will enable teachers to have more purposeful conversations with the students about their progress while viewing their accounts on Skedula. Skedula is a very user friendly tool that allows staff, students and parents to maintain ongoing communication twenty-four hours and monitor for follow up of progress. Teachers will continue to have AIS (Academic Intervention Services) to support the sub-groups in their academics. These students will also have opportunities for credit recovery in a classroom after school with a certified teacher, and/or online after school with a certified teacher to promote credit accumulations as per the state guidelines with the PLATO software. This is an accredited software program for credit accumulation. Teachers will collaboratively review past regents scores and other school wide assessments to adequately prepare students for the Regents exams with

prep classes.

- c) Plans for Success of student achievement will be reviewed every marking period, transcripts updated, Skedula updated and shared with students and parents. The Inquiry Focus is to strengthen Academic Intervention Services (AIS), focus on student achievement for the sub-groups and our bottom third students, increase the passing rate of our eleventh and twelfth graders in English and Math from a level 1 to a level 2 and to have 45% of the eleventh and twelfth graders at the bottom third score a 75 on the English Regents and 80 on the Integrated Algebra Regents. Teachers will be able to evaluate the progress of their students who they are monitoring in the sub-groups by reviewing their grades, attendance, and receiving feedback from their colleagues about in class participation. Teachers can also inter-visit in their colleagues' class to observe students' performance on their at-risk list of students who they are assigned to mentor. This process has already started and took shape due to the dedication of the staff for students' progress. The teachers agreed during common planning time to create the binders which consist of students' data such as their attendance record, transcript, report card, Fall DYO assessments of English and Math, Winter DYO assessments of English and Math as a mock Regents exam, class work and any other pertinent data to monitor the students' progress. Teachers will work in small group settings to provide time management, organizational skills, homework help and test prep to the students during Advisory classes and AIS. Teachers will also collect data such as student work to review and monitor for failing students. Students can be made aware of their areas to focus on in the different subjects. Letters will be sent to parents to inform them of the reason their child is being placed in AIS and the benefits of them attending. Parents must sign the letters to collaborate with the school's goals for student achievement, and hold their child accountable for attending AIS.
- d) The timeline for implementation will be effective for the Spring Semester of the 2012-2013 school year. The teachers collaboratively met and created the plan and guidelines during the Fall Semester, to implement this model for student achievement in the Spring Semester. Students have been notified and letters are being sent out to parents as well.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Various social and educational services will be coordinated and funded based on mandated city, state and federal government requirements for students in temporary housing, special education, ELL's, and gen ed students school wide and funding for parental engagement. Teachers and students will be provided with the textbooks, supplies and technology needed to implement teaching and learning in the daily operations of a school based. Teachers will be hired based on qualifications, certification, experience if applicable and performance record to meet the needs of the school wide community. Teachers already on staff will continue to demonstrate high performance standards by evidence of data derived from student achievement. Ongoing professional development will continue to be provided by contracted vendor Teachers' College Columbia University Partnership weekly, to support teachers in ELA and Math in meeting and aligning the state and common core learning standards across all disciplines with Priority Funds. Funding will also be set aside to provide professional development for teachers in and out of the building to ensure professional growth across the disciplines school wide. Funding will also be provided to improve student passing scores on the

Regents exams by providing regents preparation classes during extended day programs after school and on three to four weekends per month. Approximately six to eight teachers will also be compensated through allocated Priority funds to provide instruction after school and also to monitor online sessions to provide credit recovery in all subject areas after school for students who failed their classes. Administrators, teachers, guidance and social worker will be compensated through Priority funds, for students attending after school sessions five days a week in the different disciplines from 3:15 p.m. to 4:15 p.m. , and three to four weekend meetings from 9:00 a.m. to 12:00 p.m. in the different disciplines, to work with students and parents around school wide initiatives, such as Regents Preparation, College Planning, Financial Aid, Social/Emotional concerns, Parent Teacher Association Meetings, and other sessions needed, to promote student achievement.

Detailed usage of Priority/Focus Funding:

Bulk job- GKZYU

Teacher- Regular Grades – Per Session (Expanded Learning Time)

8 Teachers at 29.76 hours at contracted teacher per hour rate

OTPS Line Code – UJPN

Curriculum & Staff Development (Supporting Great Teachers)

Teachers College at Columbia University

OTPS Line Code – UJPX

Supplies (Academic Intervention Services)

Instructional supplies for AIS

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR 11-12 page 3

Pg. 3 – Professional Development opportunities should be made available to teachers on a variety of instructional strategies to promote differentiation of instruction. Strategies should focus on ensuring that tasks match the academic needs of identified subgroups. School leaders should regularly monitor teacher planning and instructional practices in the classroom to ensure that differentiated activities are in place throughout the school.

– The school leaders should provide PD to introduce teachers to a wider range of instructional strategies that can be used in the classroom to promote greater student participation in the learning process and can meet the needs of all student subgroups, including students with disabilities and ELL’s. Teachers should be expected to implement these strategies. School leaders should monitor through the observation process the effectiveness of implementation and provide additional PD for teachers when necessary.

– A uniform grading policy should be developed for use across all grades and content areas. The policy should be reflective of consistent expectations for student academic performance.

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 4.2 Instructional Practices and strategies

___ 4.4 Classroom environment and culture

_____ 4.3 Comprehensive plans for teaching

X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To increase the number of students who successfully meet and exceed NYS benchmarks in scores of English Language Arts and Math Regents Exams by 5% in performance by June 2013. The ELA, Math, science and social studies teams inquiry team leaders, will review 100% of course curriculum maps to ensure alignment to the CCLS and provide feedback to each department on the quality of the maps as evidenced by interim assessment data, to ensure at least 68% of all students will score 70 minimum on the two regents exams combined scores.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups, in Special Education and English Language Learners
 - b) administrators, teachers, guidance/social work staff and other resources such as Partnership with Children CBO, Mentoring USA and Morningside Agencies will be used to implement these strategies/activities,
 - c) Identify targets based on weekly or monthly reports to evaluate the progress, effectiveness and impact of the strategies and activities in relation to student progress. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) Time line for implementation is June 2013.

Teachers will review assessments, item analysis and rubrics to ensure that the deficient areas are addressed during class via differentiation of grouping during classroom instructional practice and during Academic Intervention Services for enrichment purposes. Teachers will show evidence of aligning the NYS Standards and the Common Core Standards through lesson and unit plans. Teachers will use available technology resources in classrooms to inform instruction by linking to the CCSS and lesson plans to improve student achievement and address various learning styles of students through differentiation of instruction, via audio, visual and hands on activities. Students will be grouped via use of data from exit summary slips, lesson plans and item analysis of summative and formative assessments. Students will attend Regents Prep classes after school and/or Saturday Academy, and utilize PLATO online software program and/or teacher instruction for academic improvement in preparation of Regents exams. Formal and informal observations of teachers to ensure that teachers are meeting the objectives and standards. Teachers will use ongoing assessments to evaluate students' progress and monitoring during teacher team meetings with discussions and next steps about students' progress. Teachers demonstrating meeting the objectives of the lesson plan while checking for student understanding through classroom discussions, formal and informal assessment such as exit slips/summaries. Observing teachers formally and informally by conducting walkthroughs and providing feedback with a research based frame work rubric as a guide linking to the CCSS and the NYS Standards. Ongoing review of teacher scholarship reports and conferencing with teachers to ensure reflection and growth of instructional practices. Reviewing progress as a school community every marking period to obtain the goal of 5% increase in the passing of the ELA and Math Regents.

Teachers will receive professional development internally from the Network and contracted consultants from Teachers College Columbia University and externally; teachers will turnkey PD information to colleagues when returning from external PD sessions. PD will also provide departmental support on ICT and differentiation of best practices and strategies along with support in weekly Inquiry Team Meetings. Teachers will also meet in subject teams for collaborative planning with ICT and/or ELL teacher in support of bottom third student achievement, individual focus and school wide student achievement; In addition to AIS sessions, SPED and ELL students will receive additional online English support after school with a licensed English teacher present for additional academic support and intervention; Sped and ELL students will also receive Regents Prep classes; all Advisory teachers school wide will be assigned to a group of 7 at-risk students to monitor academically and work collaboratively with guidance, the social work team and parents to ensure student achievement; teachers will ensure that students are attending AIS sessions and sharing individual "Plans for Success" with their assigned at-risk students; Plans for Success will be done every Marking Period. Individual student data collection using DYO's, formative and summative assessments performance task data to support individual and group goal setting and tracking as well as inform teacher planning and instruction in collaboration with a Teachers' College Consultant; Teachers will focus on cooperative grouping as a differentiation strategy. Teachers will review student work with students during AIS sessions. Students will be provided with time management, study and organizational skills during Advisory classes and individual AIS sessions and review of updated transcripts every marking period. Students will be programmed for credit recovery classes; Ongoing parental and/or individual student guidance conferences to share data and incorporate the "Plans for Success."

A more intense formative assessment approach aligned to the CCSS will be employed, including more frequent observations of staff with immediate feedback through teacher inter-visitations. Teachers will collaboratively create a rubric and a checklist to be used during the 3 inter-visits with their colleagues during common planning periods. Inter-visits can only include one lesson in their content area. The rubrics will include evidence of the CCSS lesson planning and instruction, questioning and discussion techniques, use of wait time, evidence of grouping through the use of data from the

assessments created in the disciplines, and updated student work. Teachers will collaboratively give feedback to their colleagues about the 3 visits. Summative assessments aligned with the CCSS will be administered every six weeks across all grades and content areas, including Spanish, Art and Music. This will be an interdisciplinary approach to creating the assessments. The assessment results will be shared and discussed with students by the teachers to identify areas of strengths and areas in need of growth, as well as next steps for teachers and students. A strong focus will be placed on writing across the curriculum to develop high level writing skills. Ongoing professional development internally and externally, will continue to be provided towards teacher development to provide targeted support and assistance to students' needs in understanding the CCSS, throughout the year. Selected teachers will turnkey information to colleagues for pedagogical enrichment and sharing best practices to improve student achievement. Colleagues will be provided with feedback evaluations for the presenters. Teacher teams will continue to meet weekly and build a data driven culture by following a data cycle of assessments, to examine student work and data through the lens of CCSS and adjusting instruction to meet and align to the rigor of CCSS.

Teachers will meet in subject teams for collaborative planning with ICT/ELL teacher in support of bottom third students' achievement, individual focus and school wide achievement. Teachers will all assume the role of advisors collaboratively to adopt a list of seven at-risk students each to monitor academically and socially to ensure success. During common planning time, teachers will discuss and review students' work and progress, including the "Plans for Success" for every student in danger of failing a class, every marking period. Individual student data collected using DYO's, formative and summative performance task data will be used for teacher collaboration and planning during Inquiry Team meetings. Teachers who are assigned the at-risk students lists of 7, will be able to review the data collaboratively during common planning, and share with the students during AIS sessions or assigned one-on-one mentoring periods. Teachers will collaboratively create binders and decide on the contents, to monitor their at-risk caseload. They will discuss with their colleagues, their at-risk students assigned to them academic progress, and provide updates to each other and update their students. Teachers will collaborate on creating incentives for students to attend and pass all classes, attend AIS classes, attend credit recovery classes if applicable, attend classes on time and improve their daily attendance. Teachers will create a revised rubric school wide to include these incentives and promote student achievement. Teachers will support each other in maintaining updated Skedula accounts. Teachers will come up with an incentive for colleagues who have the most students attending AIS classes for the month, a reward for monthly perfect staff attendance, and one hundred percent attendance of their classes with student attendance.

b) Key personnel will include administrators, teachers, guidance and social work and the attendance teams. Administrators will monitor teacher effectiveness with ongoing Professional Development, formal and informal classroom visits, providing ongoing purposeful performance feedback to teachers with the framework of rubrics for teacher effectiveness; teachers will implement recommendations through planning and teaching; teachers will maintain communication with parents by telephone, correspondence or Skedula updates; teachers will intervene social/emotionally by collaborating with the social worker or CBO Social Work team, Partnership with Children and Mentoring USA, to monitor students' progress; Parents will continue to be an integral component of student achievement by attending guidance and teacher conferences with their children for updates; Staff, students and parents will receive ongoing logon information to maintain 24 hour ongoing communication with home and school via the Skedula online tool to provide updated grades, homework and overall progress of students. The school will continue to utilize the phone master automatic telephone outreach system to inform parents of their children's attendance, academic progress and school wide activities. There will also be collaborative team meetings for sharing of information about monitoring students' progress and enable staff collaboration. The use of Skedula will allow staff to log on and view students' progress on an ongoing basis as well. This will enable teachers to have more purposeful conversations with the students about their progress while viewing their accounts on Skedula. Skedula is a very user friendly tool that allows staff, students and parents to maintain ongoing communication twenty-four hours and monitor for follow up of progress. Teachers will continue to have AIS (Academic Intervention Services) to support the sub-groups in their academics. These students will also have opportunities for credit recovery in a classroom after school with a certified teacher, and/or online after school with a certified teacher to promote credit accumulations as per the state guidelines with the PLATO software. This is an accredited software program for credit accumulation. Teachers will collaboratively review past regents scores and other school wide assessments to adequately prepare students for the Regents exams with prep classes.

c) Plans for Success of student achievement will be reviewed every marking period, transcripts updated, Skedula updated and shared with students and parents. The Inquiry Focus is to strengthen Academic Intervention Services (AIS), focus on student achievement for the sub-groups and our bottom third students, increase the passing rate of our eleventh and twelfth graders in English and Math from a level 1 to a level 2 and to have 45% of the eleventh and twelfth graders at the bottom third score a 75 on the English Regents and 80 on the Integrated Algebra Regents. Teachers will be able to evaluate the

progress of their students who they are monitoring in the sub-groups by reviewing their grades, attendance, and receiving feedback from their colleagues about in class participation. Teachers can also inter-visit in their colleagues' class to observe students' performance on their at-risk list of students who they are assigned to mentor. This process has already started and took shape due to the dedication of the staff for students' progress. The teachers agreed during common planning time to create the binders which consist of students' data such as their attendance record, transcript, report card, Fall DYO assessments of English and Math, Winter DYO assessments of English and Math as a mock Regents exam, class work and any other pertinent data to monitor the students' progress. Teachers will work in small group settings to provide time management, organizational skills, homework help and test prep to the students during Advisory classes and AIS. Teachers will also collect data such as student work to review and monitor for failing students. Students can be made aware of their areas to focus on in the different subjects. Letters will be sent to parents to inform them of the reason their child is being placed in AIS and the benefits of them attending. Parents must sign the letters to collaborate with the school's goals for student achievement, and hold their child accountable for attending AIS.

Based on teacher practices, eighty percent of freshmen, sophomores and juniors successfully completed a performance task aligned to the common core learning standards by the targeted date of June 2012. Teachers were provided with ongoing professional development and common planning time to align the Common Core Learning Standards into their Unit Plans Curriculum and lesson plans, to improve students' understanding of the content with student focused learning; questioning and discussion techniques; grouping of students based on data of assessments and AIS sessions to inform students about their individual data and progress plan; teachers planned interim school wide assessments collaboratively by reviewing student work and item analysis of regents and assessments to inform lesson planning and instruction; teachers collaboratively created a school wide rubric in subject teams; teachers collaborative created Inquiry Team binders which include assessment samples, student work, "Plans for Success," rubrics, lesson plans, a list of their targeted at-risk students to monitor student achievement; a list of the bottom third, ELL and SPED population for reference school wide; improvement of course passing rates by holding teachers accountable for student achievement in class and on regents exams. Teachers have been collaborating on a much higher scale with the librarian to ensure that the students visit the library and are learning research techniques to write their papers and prepare them for college ready skills. Student are encouraged daily to visit the library during lunch and to utilize the books from the library. The technology technician has been collaborating with all teachers to co-present to students daily in the computer lab and teach students to utilize the computer to do research and presentations with power point. Students are also encouraged to log on to Skedula after school to view their progress in their classes. All classrooms have computer access for students. All four ELA teachers have been presented with the ELMO educational tool to enhance classroom instruction. All teachers have access to LCD Projectors, Skedula and an additional five SMARTBOARDS have been ordered which will allow two in each core department across the school. Two in Math, two in Science, two in English and two in Social Studies amongst departments with four teachers which is considered ideal in a small school. Several teachers have been trained in PLATO in all four core subjects to support online PLATO instruction which has available credit recovery courses, AP online courses and several online languages. A considerable amount of scientific and graphing calculators were purchased for school wide use in the classrooms and for state exams. The digital photography elective class was also equipped with cameras to provide a more hands on approach to the arts linking technology. The Art teacher also has an LCD Projector, desktops and MAC computers, a colored and black and white printer accessible in her classroom which aligns technology as well into the daily classes. The music class has several choices of instruments, MAC computers, a television, a dvd recorder, colored and black and white printers to enhance the Music daily instruction and align technology in the classroom.

d) The timeline for implementation has been ongoing since the SQR visit in March 2012. However, the teachers have collaboratively created a school wide plan after consistently meeting during common planning periods to review the progress of monitoring student achievement. The plan has been reviewed several times based on the results of formative and summative assessments of student progress reports of data four times a year. As a result of the ongoing schedule of interim assessments, DYO's, and other collaborative meetings to review student work, transcripts and progress; the teachers along with administrators' approval, created a plan which was reviewed in the Fall of 2012-2013 school year and will be implemented in the Spring Semester of 2012-2013. This plan was discussed at the SLT (School Leadership Team) meeting and at consequent PTA (Parent Teacher Association) meetings and has received glowing parent support. Teachers will review assessments, item analysis and rubrics to ensure that the deficient areas are addressed during class via differentiation of grouping during classroom instructional practice and during Academic Intervention Services for enrichment purposes. Teachers will show evidence of aligning the NYS Standards and the Common Core Standards through lesson and unit plans. Teachers will use available technology resources in classrooms to inform instruction by linking to the CCSS and lesson plans to improve student achievement and address various learning styles of students through differentiation of instruction, via audio, visual and

hands on activities. Students will be grouped via use of data from exit summary slips, lesson plans and item analysis of summative and formative assessments. Students will attend Regents Prep classes after school and/or Saturday Academy, and utilize PLATO online software program and/or teacher instruction for academic improvement in preparation of Regents exams. Formal and informal observations of teachers to ensure that teachers are meeting the objectives and standards. Teachers will use ongoing assessments to evaluate students' progress and monitoring during teacher team meetings with discussions and next steps about students' progress. Teachers demonstrating meeting the objectives of the lesson plan while checking for student understanding through classroom discussions, formal and informal assessment such as exit slips/summaries. Observing teachers formally and informally by conducting walkthroughs and providing feedback with a research based frame work rubric as a guide linking to the CCSS and the NYS Standards. Ongoing review of teacher scholarship reports and conferencing with teachers to ensure reflection and growth of instructional practices. Reviewing progress as a school community every marking period to obtain the goal of 5% increase in the passing of the ELA and Math Regents. This process has already started and took shape due to the dedication of the staff for students' progress. The teachers agreed during common planning time to create the binders which consist of students' data such as their attendance record, transcript, report card, Fall DYO assessments of English and Math, Winter DYO assessments of English and Math as a mock Regents exam, class work and any other pertinent data to monitor the students' progress. Teachers will work in small group settings to provide time management, organizational skills, homework help and test prep to the students during Advisory classes and AIS. Teachers will also collect data such as student work to review and monitor for failing students. Students are made aware of their areas to focus on in the different subjects. Letters are sent to parents to inform them of the reason their child is being placed in AIS and the benefits of them attending. Parents must sign the letters to collaborate with the school's goals for student achievement, and hold their child accountable for attending AIS.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start). Through Priority funds, academic services and social/emotional services will be coordinated and funded based on mandated city, state and federal government requirements for students in temporary housing, special education students as per their Individual Educational Plans (IEP), ELL's (English Language Learners), and general education students school wide and funding for parental engagement. All teachers across the disciplines and students will be provided with the textbooks and/or workbooks, materials, supplies and classroom technology needed to implement teaching and learning in the daily operations of a school, through Priority funds. Teachers will continue to demonstrate high performance standards by aligning the data derived from assessments to lesson planning and delivery of instruction, to improve student achievement. Ongoing professional development will continue to be provided with the Teachers' College vendor with Priority Funds, to support teachers in meeting and aligning the state and common core learning standards in ELA and Math. Priority Funding will also be set aside to provide professional development for teachers in and out of the building to ensure professional growth in all disciplines. Priority Funding will also be used to improve student passing scores on the Regents exams by providing regents preparation classes during extended day programs four days after school from 3:15 to 4:15 pm, and on weekends three to four weekends a month from 9:00 am to 12:00 pm. Teachers will also be compensated through Priority Funds, to provide instruction in class and monitor online sessions to provide credit recovery in all subject areas from 3:15 p.m. to 4:15 p.m. Administrators, teachers, guidance and social worker will be compensated through Priority Funds, for attending after school and weekend meetings when necessary to work with students and parents around school wide initiatives to promote student achievement.

Detailed usage of Title I Priority/Focus Funding:

Bulk job- GKZYP

Teacher - Regular Grades Per Session

8 Teachers at 29.76 hours at contracted per hour rate

OTPS

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR 11-12 Page 6

Pg. 6 – The school leaders should create a well-structured AIS program that uses data to target students for support services and identify the specific needs of the students. AIS should be a class that is programmed into the students’ regular schedule. Credit recovery should be viewed as a distinct and separate program from AIS as AIS is supportive and cannot be credit bearing. School leaders should monitor the AIS program to ensure that teachers are offering appropriate, research-based activities to meet the individual needs and interests of students to facilitate successful educational outcomes. Programs should be continuously monitored and modified to meet the changing needs of students.

__ The school leader should seek assistance from the District/Network, CBOs, and other outside partnerships to develop additional postsecondary readiness options that include a school-to-career initiative to provide an additional pathway for students who wish to enter the workforce upon graduation.

__ The school leaders should seek to identify high performing schools that have embedded access to instructional technology in priority instructional areas to support classroom instruction. PD should be provided to facilitate successful integration of technology into instruction, and school leaders should monitor its implementation.

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

__ 5.2 Systems and partnerships

__ 5.4 Safety

X 5.3 Vision for social and emotional developmental health

__ 5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

To provide ongoing, increased opportunities for students’ exposure to college awareness and college readiness with academic and social/emotional guidance by 5% college acceptances of students.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
 - d) timeline for implementation.
- a) The school community will expose 100% of 9-12 graders who are in attendance, including sub-groups, by June 2013 by having them participate in college readiness and awareness focused workshops and/or seminars at various colleges, universities, and/or by bringing various college representatives to address students during assembly and/or advisory meetings arranged by grades. Guidance staff will facilitate college, university and college organizations visits and/or internal workshops with representatives presenting information to our students across the grades focused on College and Career Readiness. College site tours to CUNY, SUNY and Ivy League Universities will be provided for our students across the grades. Career fairs will be conducted annually to promote informal and interactive student sessions focusing on career preparation and planning across the grades in advisories or assemblies. The school will sponsor ongoing Open House events on site with representations of varied colleges. There will be quarterly financial aid events held at the school, to provide parents and students with pertinent information about financial aid, scholarship opportunities and other college related resources. The school will continue to build on college partnerships, such as the new relationship established with Queens College, and further existing relationships with York College, to provide College Now experiences and credits for our students, and exposure to college readiness. Students will complete an exit or activity survey after attending a college workshop, college visit or open house. The school will accumulate sign in sheets from visits and/or presenters for college readiness workshops. An analysis of parental feedback surveys will be distributed at parents' workshops and other functions. There will be piloted student action plans for academic, social and emotional growth in regards to college and career readiness. Students comparing and contrasting colleges by areas such as population, financial aid availability, major and degrees offered, small versus large schools and other benefits that the college or university offers. The Advisors in advisory classes will follow the curriculum for ninth and tenth graders to prepare them with organizational and time management skills, homework help and test prep. The eleventh and twelfth grade advisories will follow the curriculum for college readiness and awareness. All students will be provided with ongoing updated copies of their report cards, transcripts, Plans for Success every marking period and ongoing discussions about graduation from high school, preparing for college and being ready for college during advisory classes which are held twice a week. All sub-groups, ELL's, bottom third, Sped students and at-risks students are currently assigned a social/emotional social worker or social work intern for support. A student's overall success depends on an emotionally sound state of mind which allows them to progress academically. It is therefore important the CBO's partnerships which we have been able to form through assistance with the ESI Grant. Through the opportunities of this grant we have been able to have an additional male social worker in addition to our female school social worker, which gives a great balance for student support. We have also been assigned three social work interns through Partnership with Children, one male and two females. Both social workers work collaboratively with the Dean to monitor student success, and are here five days a week. The interns are here based on their schedule and are assigned a caseload. Approximately 32 students are benefitting from this social/emotional support from Partnership with Children. Both social workers see students individually and in groups as well and provide case management. The interns are monitored and supervised by the social worker from the Partnership Agency. However, the social worker from the school is the liaison with the interns and the social worker from Partnership with Children, to ensure ongoing effective communication and service. The social work team monitors attendance weekly, review cut sheets, make home visits with the social worker, parental outreach, and attend parent meetings. They are provided with copies of report cards and transcripts to monitor academic progress and have purposeful conversations about academic progress with students. They also assist in transitioning students when returning from Alternate Learning Centers after suspensions to reintegrate back into the school community. Mentoring USA is going to be collaborating with the school as well to provide mentors for 25 selected students after school. The Morningside Agency will be collaborating in the building of the School Culture Teams, to further follow up with the training that the majority of staff has received in Restorative Approaches in meeting students' social/emotional needs. This support system is in addition to teachers who are advisors and have been assigned an additional seven students from the at-risk list school wide. The school has also collaborated with grant writers in an attempt to receive the 21st Century Grant which would allow the Arts, technology on a broader scale, culinary arts to name a few into our school community to further enhance school wide culture and promote student achievement with additional opportunities for positive outlets.
- b) Key personnel involve the school social worker, the guidance staff, the teachers and the administrators. The personnel also include the Partnership with

Children social worker and social work interns. Students meet weekly in group or in one-on-one sessions with their assigned social work support staff person to ensure that students are emotionally “balanced” to meet all academic needs. Students are not removed from Core subjects for their sessions. Most sessions are during their scheduled lunch hour, an elective class, after school or as best that the schedule allows.

- c) Administrators, teachers, guidance and social work staff have willingly embraced this vision and have participated in dedicating several weekends to attend training sessions for Restorative Approaches to continue to meet the needs of our students’ school wide academically as well as social/emotionally by building positive relationships with the students and their parents/guardians. The Partnership with Children grant was given to us this school year and the interns and social worker began in November to collaborate and service our bottom third and at-risk students, with parental written consent. Teachers also collaborate with the social workers and interns to provide classroom performance and updates of students’ emotional well-being. Teachers came up with the model for monitoring at-risk students in an additional caseload, which reflects their dedication towards student progress and academic achievement school wide.
- d) The timeline for implementation was this school year of 2012-2013, when we were informed about the ESI grant. Partnership with Children went into effect in November 2012 and is scheduled to be here for three years to provide students with emotional/social support in addition to what the school offers in Advisories. Mentoring USA is in the process of finalizing their program to infuse into the school and Morningside Agency is scheduled to collaborate with the staff in the Spring Semester to enhance the School Culture Teams.

Budget and resource alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Ongoing professional development will continue to be provided by the vendor Teachers’ College Columbia University, with Priority Funds, to support teachers in meeting and aligning the state and common core learning standards across all disciplines, in preparation for students’ college readiness. Students will be taught at least two common core learning standards by June 2013 in all subjects. Students will increase college acceptances in June 2013 by 5% in comparison to June 2012.
- Priority Funding will also be set aside to provide professional development for teachers in and out of the building, by various vendors, to ensure professional growth across the disciplines to increase student achievement. Priority Funding will also be provided to improve student passing scores on the Regents exams by providing regents preparation classes during extended day programs three to four days after school from 3:15 pm to 4:15 pm and on Saturdays from 9:00 am to 12:00 pm for three to four Saturdays.
- Teachers will also be compensated through Priority Funds, to provide instruction after school to monitor online sessions to provide credit recovery in all subject areas. Administrators, teachers, guidance and social worker will be compensated with Priority Funds, for attending after school and weekend meetings when necessary to work with students and parents around school wide initiatives to promote student achievement.

Detailed usage of Priority/Focus Funding:

OTPS Line code – T4TG

Transportation of Pupils (College and Career Readiness)

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

SQR 11-12 page 2

Pg. 2 – The school leaders should revisit the current system for data disaggregation and analysis to focus more closely on student-by-student, class-by-class and subgroup-by-subgroup areas of need, in addition to the whole school and grade monitoring. The school leader should develop a system that ensures that student data are shared with students, their parents, and the guidance staff in order to set goals for next steps. Goals, with a corresponding time-bound action plan, that addresses the performance of the identified student subgroups should also be included in the CEP.

_ The school leadership should develop a system for using formative, interim, and summative data to identify individual student needs and monitor student outcomes. School leaders should examine teachers' use of individual student data and create a system in collaboration with the staff to monitor achievement trends and inform improvement targets.

_ Classroom observations and lesson plans reviewed by the team did not reflect any specific adaptations, modifications or strategies for students in the identified subgroups or students with disabilities and ELL's.

_ Most classrooms were print rich with commercial documents. However, limited student work was displayed in the visited classrooms. Where student work was displayed, few had accompanying rubrics; teacher feedback was not specific and did not include comments for improvement or next steps.

_ In many of the classrooms visited by the review team, the pacing of instruction was slow, which resulted in learning time not being maximized. Students finished their identical assignments at different rates, and students who finished tasks before the completion of the designated time had to wait for the rest of the class to complete their work before moving on to the next task. There was insufficient time to bring lessons to closure, check for student understanding and assess outcomes for next steps.

_ Although students were arranged in groups, there was little evidence that groups were formed using data based on individual student academic needs. In most classrooms visited by the review team, students were working independently on the same task within their "group."

_ The school has Inquiry Teams that are formed by departments. Each team looks at student achievement in each of the content areas. The teams also create DYQ assessments. However, the results of the data are analyzed only at the class level. Subgroup data trends are neither reviewed nor individual student item analyses used to determine instructional best practices.

_ The co-teaching model of one teaches and one assists used in most integrated Co-Teaching (ICT) classes was not effectively supporting the academic and social needs of struggling students. Not all students were actively engaged in some lessons, and in many classes observed, this was not addressed by either teacher.

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

6.2 Welcoming environment 6.4 Partnerships and responsibility
 6.3 Reciprocal communication 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.
To increase the student daily attendance rate by 3% by engaging the home in ongoing communication of students' progress by June 2013.

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- a) In addition to the parents on the SLT (School Leadership Team) and those in attendance at monthly PTA (Parent Teacher Association) meetings, parents will be notified by mail, phone messaging and Skedula online tool of school wide activities and parent meetings. These messages will include updates on their child's attendance including lateness and absences. Messages will also include schedule of AIS (Academic Intervention Services) classes, Regents Prep, scheduled SAT & ACT exams and credit recovery classes. At the monthly meetings parents will decide based on their needs what workshops they would like to be presented to them based on teenage development, communication with teenagers, graduation requirements, assimilation of cultures, the college process, the financial aid process, attendance issues, career readiness and recognizing their child's needs. At PTA meetings, parents will be provided with books, glossaries and other items to increase parental participation in attendance numbers. Classes will be offered to train them in the use of the Skedula online monitoring software system to view their child's progress twenty-four hours daily. Parents will be taught how to read their child's transcript and report cards. All classroom mandates and rubrics will be shared with parents to inform them of the requirements of their children and to hold the parent and student accountable as well for their progress. Parents will be invited to school events by mail, online and via the phone message service. Report cards will be mailed to homes every marking period in addition to distribution during parent teacher conferences. Parents will be invited on an ongoing basis to assist in chaperoning trips as needed. Parents will also be provided with a workshop on how to navigate the ARIS website. Parents with special needs will be provided with a workshop on how to read their child's IEP (individualized Educational Plan.) Parents of English Language Learners will receive as much communication as possible in their home language. Students' academic successes and perfect attendance and other school wide accomplishments will be celebrated and parents will be invited to attend. Parents will receive ongoing communication with teachers, the dean and administrators. The list of PTA Meetings will also be posted on the Skedula website. All visiting parents will be given a copy of the PTA Meeting schedule and invited to attend. The Dean's office will maintain ongoing communication with the homes as needed on a consistent basis. Parents will be mandated to attend pre and post suspension conferences and be informed of detention of their children for lateness, absences or infractions of the Chancellor's Discipline Code. Parents will be invited consistently to guidance or social work conferences in addition to teacher requested conference to discuss academics. The attendance team will meet weekly and will post daily attendance percentage from the previous week and day, along with the goal of 100% attendance school wide for staff and students in the Main Office. Parents will also be contacted by mail if their child is consistently cutting or absent from school. The attendance teacher will make required home visits if needed for chronically absent students. Parents will consistently be informed and reminded of the expectations of the school in terms of attendance, academics and conduct. Parents will be asked to support the school's culture of appropriate attire for

males and females in a decent fashion, and the no head gear and no electronics policy as per the Chancellor's Discipline Code. This will be constantly explained at monthly PTA meetings. The attendance team will make outreach by phone for chronically absent students and intervene as per the Chancellor's Regulations. Weekly grade assemblies will be scheduled to reach out to all grades regarding academic requirements, academic progress, school wide activities and school wide culture and conduct. Sped parents will receive invitations to IEP meetings and participate in the progress of ensuring that their child's needs are met. ELL parents will be provided to the best of our ability with a staff member who speaks their language for clarity of the message and sending correspondence in their native language to the best of the school's ability.

- b) Administrators, teachers, guidance, social workers, paraprofessionals and school aides across the school community will be used to implement these strategies, as explained above.
- c) Teachers are required to manually take daily attendance for each student and report it for accurate attendance purposes. The attendance secretary maintains attendance logs, and ilogs are completed to have accurate attendance recorded. Teachers are required weekly to submit parental outreach logs and AIS attendance logs. Parents can also be notified on Skedula for their child's updated attendance, if posted by a teacher. The phone master message will also make outreach to students' homes to update parents of their attendance. An attendance binder is also maintained of all attendance meetings, attendance outreach records, attendance letters 1 and 2 sent and all communication to parents.
- d) Time line for implementation has been ongoing since September 2012 and is consistently reviewed weekly for needed upgrades to ensure student progress, through June 2013.

Budget and resource alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title IA Title IIA Title III Set Aside Grants Other-describe here: _____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Teachers, administrators, guidance and social work staff and school aides will be paid with Priority Funds, to attend evening and/or weekend meetings to meet with parents to accommodate parents' schedules, to discuss student progress.
- Teachers, administrators, guidance and social work staff and school aides will be paid with Priority Funds to attend scheduled students' school wide events in the evenings and weekends to support students and parental engagement.
- Above mentioned staff will be paid with Priority Funds to attend requested meetings by parents to discuss Financial Aid, College related concerns, citizenship, and other social/emotional issues as mandated by the Chancellor's Regulations.
- Priority Funds will be used for parental communication via mail, and/or translations services as needed.

Detailed usage of Priority/Focus Funding:

OTPS Line Code- UJPB

Non-Contractual Services (Parent Engagement)

OTPS Line Code- T4TB

Supplies (Parent Engagement)

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA (9-12)	37 students receive writing and reading skills reinforcement; regents prep; targeted bottom 3 rd intervention; homework review; study skills; project assistance; make up assignments	Small group instruction; one – on –one tutoring; peer tutoring	After school three days a week from 2:30 – 3:07pm
Mathematics (9-12)	33 students receive remediation in math skills; calculator use; study skills make up assignments and regents prep	Small group instruction; one-on-one tutoring; peer tutoring	After school three days a week from 2:30 – 3:07 pm
Science (9-12)	16 students receive remediation in science lessons; study skills; make up assignments; regents prep	Small group instruction; one-on-one tutoring; peer tutoring	After school three days a week from 2:30 – 3:07 pm
Social Studies (9-12)	29	Small group instruction; one – on one on-one tutoring; peer tutoring	After school, three days a week from 2:30- 3:07 pm

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) (9-12)</p>	<p>32 students receive pull out intervention services in group or one on one during the AIS time if their schedule does not allow during the day or if they need additional intervention.</p>	<p>Small group; one-on-one intervention</p>	<p>During the day and/or after school</p>
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HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- Administrative staff regularly attend hiring fairs to identify and recruit highly qualified teachers.
- Collect resumes of highly qualified teachers
- The secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines
- Mentors are assigned to support struggling and unqualified teachers
- Teachers will receive professional development and department support on ICT and differentiation best practices and strategies
- ELL teachers will be scheduled to collaborate with Gen Ed teachers for improved student achievement
- A Team is chosen to review candidates resumes and interview the candidates on a panel
- After the team has selected a few candidates, candidates meet with the principal for the next level of interview
- A Lesson Plan must be provided for a demonstration lesson in the subject area
- The demo lesson is observed by administration and a teacher in the content area
- The teacher 's performance is discussed and a decision is made to hire or not
- References are requested from previous supervisors
- A copy of satisfactory ratings must be provided
- A copy of portfolio or lesson plans must be provided for reference

**DIRECTIONS AND GUIDANCE FOR DEVELOPING AND UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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, our 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. Our 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;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference by the mandated date
- 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 Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our 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. 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 prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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%
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Part II: ELL Identification Process

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

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

1. 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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	0	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

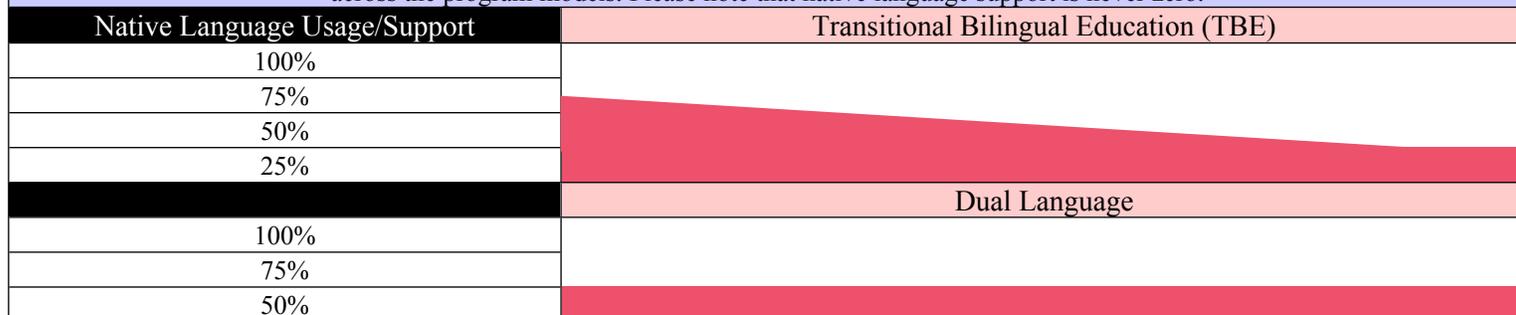
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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 subgroups 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)?

N/A

D. Professional Development and Support for School Staff

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

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

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

	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

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

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.

1. The assessment tool used to assess early literacy skills will be based on the NYSESLAT Modality Analysis which will determine areas of weakness, which will then determine materials and strategies that can be used to differentiate instruction and improve literacy skills.
2. ELL students' proficiency levels varied. There were beginners, intermediate, and advanced level students based on the LAB-R data.
3. NYSESLAT modalities -reading/writing and listening/speaking will affect instructional decisions by determining techniques and materials for students in their areas of weakness. This will also determine the structure of small groups for instruction. The ESL teacher will determine the necessary support for the students which will include assistance from ELA teachers.
4. All examinations for ELL students in grades 9 through 12 are taken in English only. Students in grades 9 through 12 are fairing satisfactorily in tests in all content areas, including tests that are given by ESL teacher, ELA and other content area teachers. All tests are given in English. From the Periodic Assessments our school learns what is required on the NYSESLAT exams so that students can improve on their proficiency levels. This will also determine which materials, resources, and teaching techniques will be used to assist our ELL students.
5. N/A
6. The success of our programs for ELLs are based on graduation rates, class work, Regents and NYSESLAT results.

Additional Information

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

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		

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)
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.