



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** SCHOOL FOR EXCELLENCE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 09x404

**PRINCIPAL:** CARMEN BARDEGUEZ-BROWN **EMAIL:** CBARDEG@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** CARRON STAPLE

### SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

**Directions:**

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

Name	Position and Constituent Group Represented	Signature
CARMEN BARDEGUEZ-BROWN	*Principal or Designee	
ERIC MORROW	*UFT Chapter Leader or Designee	
Suyapa Sanders	*PA/PTA President or Designated Co-President	
Joann Allers	DC 37 Representative, if applicable	
CRYSTAL BOETENG PAULINE GALES	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
MARTIN KELLY	CBO Representative, if applicable	
Guillermo Castro	Member/ Teacher	
Iris Pena	Member /Parent	
Mohamed Kebbeh	Member/Student	
Domingo Rodriguez	Member/Parent	
Elsa Pagan	Member /Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be 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.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

## **ANNUAL GOAL #1 AND ACTION PLAN**

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

### **Annual Goal #1**

- By June 2013 to have teachers develop a shared understanding of instructional excellence in order to allow students to experience Common Core –aligned instruction across subjects,

### **Comprehensive needs assessment**

After becoming cognizant with the City Wide Instructional Expectations, and carefully analyzing performance indicators such as Progress Reports and Report Cards, Regents results, Portfolio Roundtable presentations for students and teacher, Grow Report, Quality Review Report, School Report Card, Inquiry Teams Findings, Aris Informational System, Attendance reports and other informal assessment data, we have decided to facilitate teacher teams to work across grade levels and departments to revise curriculum to reflect Common Core Learning Standards (CCLS), with a heavy focus on planning and assessment. This will

- Improve our process of consistently scaffolding questions and differentiating instruction and resources, so that all students can access source materials and participate in all learning tasks at high levels that maximize their learning.
- Develop further rigorous performance tasks in all content areas that consistently engage students in higher order thinking and target the needs of diverse learners, enabling all to meet Common Core Learning Standards.
- Use collected student data to make informed decisions about interim and annual learning goals for targeted students in need of additional support to impact their academic growth and achievement.

### **Instructional strategies/activities**

By June, 2013, all teachers will have implemented two (2) units For ELA, Math, Science and Social Studies aligned to Common Core State Standards according to the Citywide Instructional Expectations for 2012-2013.

- a) strategies/activities that encompass the needs of identified student subgroups,
- Conduct gap analysis after unit one (1) and two (2) with student work to examine student strengths and weaknesses by January in order to plan for the third and fourth units which will be evaluated by March.
  - b) key personnel and other resources used to implement these strategies/activities, CCLS Professional development for Assistant Principal provided by Principal and by external support organizations, including our network during the school year.
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Participation with the Network Achievement coach in the DOE Teacher Effectiveness Initiative.
- Two CCLS teacher leads for each content area will be trained by the network and by our external consultant. These teacher-leads will turn-key training with content-area colleagues.
- Further develop instructional coherence through content teacher teams developing standard-based rubrics which they use to guide students to higher proficiency, use to assess students' progress, and use to provide students with meaningful feedback.

d) Timeline for implementation.

- 4 Teachers in each content area will participate in a yearlong training of developing lessons and units align to CCLS.
- Regular cycle of inquiry once a month during which content teacher teams use protocols for looking at student work products.
- Cycle of frequent, short observations that focus' on teacher's ongoing improvement of effectiveness at using CCLS to increase rigor.

**Strategies to increase parental involvement**

Build on emerging practices to enhance communication and collaboration with parents in order to increase their capacity to assist their children's learning and track their children's progress towards attaining set goals.

- Continue the practice of weekly case-conferencing where a student's academic and social-emotional strengths and weaknesses are discussed. Begin connecting the discussion to identified goals in order to maximize the ability of families to measure their children's progress and encourage effective reciprocal conversations between school and family to lend suitable support.
- Continue to set up practices and structures that enable teachers to communicate within the building and with parents on a regular basis. These will involve parent receiving occasional letters and phone calls to discuss their children's progress. Begin to expand communication to include EduWare as a tool to share relevant information with parents so they can understand their children's performance and follow ongoing and "up to the minute" academic progress, thus enabling them as full partners in the success of their children.
- Bi -annual workshops for families with a focus on College Preparedness.

**Budget and resources 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 I    \_\_\_\_\_ Title IIA     Title III     Grants    \_\_\_\_\_ Other

If other is selected 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).

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

- By increasing students' college readiness and teachers' understanding of instructional excellence, Increase the number of students on track for graduation in June 2012.

### **Comprehensive needs assessment**

- Last year the School for Excellence had a graduation rate of 56.9%. We wish to Increase the percentage of students that graduate on time 61% by August 2013.

### **Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups,
  - Implement an effective Saturday and after school intensive Regents prep for all seniors that need to pass the Regents.
  - Develop individualized student's programs that support their credit accumulation and regents prep needs in order to graduate in June 2012.
  - Teachers to participate in group analysis of student's work
  - Graduation Tracker Analysis to monitor and assess student's progress toward graduation.
- b) key personnel and other resources used to implement these strategies/activities,
  - Assign credit recovery committee specifically focused on cohort N, O and P students. The members of the Credit Recovery Committee are the two administrators. (Principal and Assistant Principal, two Guidance Counselors and two teachers.)
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - Weekly meetings with all 12 the grade teachers, guidance counselor, college advisor and Assistant Principal to monitor the student's academic performance and socio-emotional well- being.
  - Teacher's Observations and Walkthroughs.
- d) Timeline for implementation.
  - Use of rubrics to discuss student writing
  - Item analysis of January Regents results
  - Item analysis of Mock Regents ( Scoring Conference) December 17-December 20

### **Strategies to increase parental involvement**

- Parental Conferences
- Graduation in doubt letters and periodic updates on student's progress.
- Individual case conference with senior students families<sup>12<sup>th</sup></sup>

- College Readiness workshops
- Assemblies
- Financial Aid workshops.
- The School For Excellence will implement college trips in all grades throughout the year.

**Budget and resources 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.

    X     Tax Levy        X     Title I               Title IIA        X     Title III        X     Grants               Other

If other is selected describe here:

**Service and program coordination**

- Assistant Principal will work in collaboration with the Guidance Counselor, 12<sup>th</sup> grade teachers a data analyst to monitor student performance on a weekly basis.

### ANNUAL GOAL #3 AND ACTION PLAN

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

#### **Annual Goal #3**

- Develop staff's ability to develop a positive learning environment and school culture that supports students' social and emotional needs, and is conducive to academic achievement by implementing Guided Discipline plan that will improve school culture based on data from the 2012 Learning Environment Survey.

#### **Comprehensive needs assessment**

- After conducting a three year trend analysis of teacher performance data on state assessments, it was determined that all teachers needed an effective instructional framework that could be used to provide individualized professional development.

#### **Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups,
  - Increase the number of grade team assemblies (4 per semester) to celebrate positive behavior and citizenship.
  - Create bulletin boards in the school hallways that displays student of the month and honor roll and most improved throughout the year.
  - Create an Arts Focus, after school Violence Prevention Programs.
  - After school Arts focused programs such as: drumming, photography, Improvisation and Poetry.
  - Utilize Guided Discipline activities in Advisory and Nutritional class.
- b) key personnel and other resources used to implement these strategies/activities,
  - Collaborate with **Restorative Justice** Program to ensure that 100% of the staff is trained in Guided Discipline.
  - Conduct two to four (2-4) meetings during the school year with the following personnel: Administration, Guidance Counselors, Parent Coordinator and Health Coordinator the 9<sup>th</sup> and 10<sup>th</sup> grade Dean, the 11<sup>th</sup> and 12<sup>th</sup> grade team Dean and the Campus BRT leader. The purpose of the meetings are to analyze the hard and soft data regarding school culture, incidents, potential problems and community concerns that could relate to problems in the school.
  - 100 % of school staff including Deans will have trained in Guided Discipline by June 2013.
  - Total number of suspensions based on classroom incidents decreases by 5% from school year 2011-2012.
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - School culture and climate team develops school-wide rules and procedures incorporating lessons from Guided Discipline training in the advisory classes.
  - Improved systems of referrals.
  - Decreased number of referrals.

**Strategies to increase parental involvement**

- Parents will be encouraged to attend grade team meetings to discuss the courses curriculum, syllabus, and their child’s academic performance.
- Gang awareness workshops.
- Conflict Mediation workshops.

**Budget and resources 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.

  X   Tax Levy      X   Title I               Title IIA      X   Title III      X   Grants               Other

If other is selected 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).

## ANNUAL GOAL #4 AND ACTION PLAN

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

### **Annual Goal #4**

- To improve teacher development on supporting all students to meet the Common Core Standards by refining the feedback and support teachers receive in alignment with the NYCDOE citywide expectations for 2012-13.

### **Comprehensive needs assessment**

After carefully analyzing several performance indicators and reading carefully the NYCDOE Instructional Expectations, we have:

- Committed to each teacher designing four common core planning units and implemented a structure for giving feedback designed to help teacher's individual competence in this skill
- Implemented Danielson's Framework for Effective Teaching, with an emphasis on domain 1e, Planning and Preparation, and domain 3d, using assessment in instruction.

### **Instructional strategies/activities**

- a) key personnel and other resources used to implement these strategies/activities,
  - Principal and Assistant Principal will do a minimum of six **(6) informal observations** for each teacher, with an emphasis on observing untenured teachers. The walkthroughs as well as informal observations will focus on Danielson's competencies 1e and 3d.
  - Teachers will engage in a series of workshops throughout the year to better understand Danielson's *Framework for Teaching*, The Observation Process, and Meaningful Feedback.
- b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - A research-based observation rubric will be used for observations. Teachers are provided with copies of Danielson's *Framework for Teaching*
  - Teachers will have opportunities to attend workshops that address each Danielson competency, as well as receive opportunities for collaborative planning and in-class support in implementing these competencies.
  - The Principal and Assistant Principal will write and complete cycles of observations based on the support that coaches provided to the teachers in the instructional areas of developing coherent planning and assessment.
- c) Timeline for implementation.
  - Set clear expectations for short, frequent cycles of classroom observations.
  - Create a cycle of professional development and observations, focusing on the Danielson components that are highlighted in the Quality Review.
  - Ongoing observations and walkthroughs reports indicating feedback to teachers.
  - Calendar of Observations.
  - Schedule of professional development workshops, including agendas, attendance records, and resources
  - By June, 2013, 75% of teachers will demonstrate progress in planning and preparation and using assessment in instruction (1e Designing Coherent Instruction and 3d Using Assessment in Instruction) as indicated by formative feedback using Charlotte Danielson's Framework for teaching rubric.

**Strategies to increase parental involvement**

- The School For Excellence will implement college trips in all grades throughout the year.
- The School For Excellence will conduct several workshops for parents regarding the College application process.
- The School For Excellence will arrange for, as part of its curriculum, regular planned excursions by students to experience the wider world.

**Budget and resources 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.

  X   Tax Levy      X   Title I               Title IIA      X   Title III      X   Grants               Other

If other is selected describe here:

**Service and program coordination**

- The School For Excellence has hired a part time College Advisor to assist the 12<sup>th</sup> grade Advisors College Readiness Curriculum.
- Teachers will continue to develop, in line with NYCDOE expectations, units of study aligned with the Common Core Curriculum, including tasks and assessments.
- Teachers in math and English will develop tasks and rubrics aligned to the Common Core Standard.
- Teachers will continue to implement the School For Excellence Instructional Framework consisting of technology integration, expectations of annotation and reading for meaning across the curriculum, integration of the arts, and a system of Distributive Leadership and Distributive Counseling through Advisory.

## **ANNUAL GOAL #5 AND ACTION PLAN**

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

**Annual Goal #5: Continue to develop systems of data analysis to improve instructional practices.**

### **Comprehensive needs assessment**

A wide array of data, including both summative and formative assessments, will be used to determine students' individual strengths and weaknesses and adjust instructional decisions to target students' needs.

These will include mock Regents' exams, student portfolios, Regents' cohort data and State accountability statistics, scholarship reports, attendance trends, specific content course data information gathered from weekly teacher team meetings, enables school leaders to make decisions to continuously assess and make adjustments where necessary to target student's instructional needs.

A literacy consultant and coach, along with school leaders, will meet weekly to discuss and analyze student work. Literacy rubrics across all content areas will allow teachers to gain a clear portrait of student mastery.

### **Instructional strategies/activities**

- a) strategies/activities that encompass the needs of identified student subgroups,
  - Implement an effective Saturday and after school intensive Regents prep for all seniors that need to pass the Regents.
  - Regular weekly meetings of department and grade teams to keep track of student achievement, address needs, and plan follow up strategies.
  - Develop individualized student's programs that support their credit accumulation and regents prep needs in order to graduate in June 2012.
  - Teachers to participate in item analysis of student's work
  - Graduation Tracker Analysis to monitor and assess student's progress toward graduation.
  
- b) key personnel and other resources used to implement these strategies/activities,
  - Assign credit recovery committee specifically focused on cohort N, O and P students. The members of the Credit Recovery Committee are the two administrators. (Principal and Assistant Principal, two Guidance Counselors and two teachers.)
  - Teachers from common grade levels will meet to discuss student work and form strategies to meet their needs. Horizontal support.
  - Teachers who teach the same subject will meet to discuss student work and form strategies to meet their needs and to moderate goals. Vertical support.
  
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - Weekly meetings with all 12 the grade teachers, guidance counselor, college advisor and Assistant Principal to monitor the student's academic performance and socio-emotional well- being.
  - Weekly meetings of department heads with the principal.

- d) Timeline for implementation.
- Conduct regular (Mid-terms) Mock Regents to assess the student's academic progress. See the attached School –wide Calendar.  
Midterm week December 10-December 14
  - Item analysis of January Regents results  
Item analysis of Mock Regents ( Scoring Conference) December 17-December 20
  - Schedule of professional development workshops, including agendas, attendance records, and resources
  - By June, 2013, 75% of teachers will demonstrate progress in planning and preparation and using assessment in instruction (1e Designing Coherent Instruction and 3d Using Assessment in Instruction) as indicated by formative feedback using Charlotte Danielson’s Framework for teaching rubric.

**Strategies to increase parental involvement**

- The School For Excellence will implement college trips in all grades throughout the year.
- The School For Excellence will conduct several workshops for parents regarding the College application process.
- The School For Excellence will arrange for, as part of its curriculum, regular planned excursions by students to experience the wider world.

**Budget and resources 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 I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- The School For Excellence has hired a part time College Advisor to assist the 12<sup>th</sup> grade Advisors College Readiness Curriculum.
- Teachers will continue to develop, in line with NYCDOE expectations, units of study aligned with the Common Core Curriculum, including tasks and assessments.
- Teachers in math and English will develop tasks and rubrics aligned to the Common Core Standard.
- Teachers will continue to implement the School For Excellence Instructional Framework consisting of technology integration, expectations of annotation and reading for meaning across the curriculum, integration of the arts, and a system of Distributive Leadership and Distributive Counseling through Advisory.

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	Tutoring	Individual and small group	<ul style="list-style-type: none"> <li>• Before school with hot breakfast served.</li> <li>• During the lunch period with hot lunch delivered.</li> <li>• PM school with snacks.</li> </ul>
	On line computer program	Classes	After school, Saturdays, and at home.
	Credit recovery	Classes	Saturdays
	Summer School	Classes	On site guidance and nurse
	Conferences	Family and teacher teams	Discussion of academics, attendance, & behavior.
	Progress Sheets	Individuals	Telephone calls upon student arrival and departure.
	Positive Reinforcement letters	Individuals	Highlighting student's recent positive activities, and also modified conduct sheets based on this model.
	Telephone Master conference and announcement	Individuals	For parents

	<p>SAT prep</p> <p>Advisory and Communication Arts</p> <p>College Presentations, college trips, overnight college trips &amp; school trips to college fairs.</p> <p>Parent coordinator</p> <p>Parent coordinator</p>	<p>Classes</p> <p>Classes: 2 – 4 times per week.</p> <p>In the auditorium and in individual classes Individual students and parents</p> <p>Individual &amp; group</p> <p>Individual</p>	<p>Preparation and practice communication, decision making, personal values, goal setting, time and project management, health issues and decisions – dealing with peer pressure.</p> <p>College resume, selection process, essay assistance, mock interviewing, FAFSA workshops and hands on advisement with individual computers for students and parents,</p> <p>Additional translation, attendance intervention, operating the after school mentoring and tutoring program, and support.</p> <p>School tutoring, clubs, and mentoring.</p>
Mathematics	<p>Tutoring</p> <p>Additional Instruction</p> <p>Credit recovery</p> <p>Summer School</p> <p>Conferences</p>	<p>Individual and small group</p> <p>Extra classes</p> <p>Classes</p> <p>Classes Family and teacher teams</p> <p>Individuals</p>	<ul style="list-style-type: none"> <li>• Before school with hot breakfast served.</li> <li>• During the lunch period with hot lunch delivered.</li> <li>• PM school with snacks.</li> </ul> <p>Saturdays</p> <p>Saturdays</p> <p>On site guidance and nurse</p> <p>Discussion of academics, attendance, &amp; behavior.</p>

	Progress Sheets	Individuals	Telephone calls upon student arrival and departure.
	Positive Reinforcement letters	Individuals	Highlighting student's recent positive activities, and also modified conduct sheets based on this model.
	Telephone Master conference and announcement	Classes	For parents
	SAT prep	Classes: 2 – 4 times per week.	Preparation and practice
	\ Advisory and Communication Arts	In the auditorium and in individual classes Individual students and parents	Communication, decision making, personal values, goal setting, time and project management, health issues and decisions – dealing with peer pressure.
	College Presentations, college trips, overnight college trips & school trips to college fairs.	Individual & group	College resume, selection process, essay assistance, mock interviewing, FAFSA workshops and hands on advisement with individual computers for students and parents,
	Parent coordinator	Individual	Additional translation, attendance intervention, operating the after school mentoring and tutoring program, and support.
	Parent coordinator	Individuals and groups	School tutoring, clubs, and mentoring.
	Tutoring	Individual and small group	• Before school with hot breakfast

Science	On line computer program	classes	<p>served.</p> <ul style="list-style-type: none"> <li>• During the lunch period with hot lunch delivered.</li> <li>• PM school with snacks.</li> </ul> <p>After school, Saturday's, and at home.</p>
	Credit recovery	Classes	Saturdays
	Summer School	Classes	On site guidance and nurse
	Conferences	Family and teacher teams	Discussion of academics, attendance, & behavior.
	Progress Sheets	Individuals	Telephone calls upon student arrival and departure.
	Positive Reinforcement letters	Individuals	Highlighting student's recent positive activities, and also modified conduct sheets based on this model.
	Telephone Master conference and announcement	Individuals	For parents
	SAT prep	Classes	Preparation and practice
	Advisory and Communication Arts	Classes: 2 – 4 times per week.	Communication, decision making, personal values, goal setting, time and project management, health issues and decisions – dealing with peer pressure.
College Presentations, college trips, overnight college trips & school	In the auditorium and in individual classes Individual students and	College resume, selection process, essay assistance, mock interviewing,	

	trips to college fairs.	parents	FAFSA workshops and hands on advisement with individual computers for students and parents,
	Parent coordinator	Individual & group	Additional translation, attendance intervention, operating the after school mentoring and tutoring program, and support.
	Parent coordinator	Individual	School tutoring, clubs, and mentoring.
Social Studies	Tutoring	Individual and small group	<ul style="list-style-type: none"> <li>• Before school with hot breakfast served.</li> <li>• During the lunch period with hot lunch delivered.</li> <li>• PM school with snacks.</li> </ul>
	On line computer program	classes	After school, Saturdays and at home
	Credit recovery	Classes	Saturdays
	Summer School	Classes	On site guidance and nurse
	Conferences	Family and teacher teams	Discussion of academics, attendance, & behavior.
	Progress Sheets	Individuals	Telephone calls upon student arrival and departure.
	Positive Reinforcement letters	Individuals	Highlighting student's recent positive activities, and also modified conduct sheets based on this model.
	Telephone Master conference and announcement	Individuals	For parents

	<p>SAT prep</p> <p>Advisory and Communication Arts</p> <p>College Presentations, college trips, overnight college trips &amp; school trips to college fairs.</p> <p>Parent coordinator</p> <p>Parent coordinator</p>	<p>Classes</p> <p>Classes: 2 – 4 times per week.</p> <p>In the auditorium and in individual classes Individual students and parents</p> <p>Individual &amp; group</p> <p>Individual</p>	<p>Preparation and practice</p> <p>Communication, decision making, personal values, goal setting, time and project management, health issues and decisions – dealing with peer pressure.</p> <p>College resume, selection process, essay assistance, mock interviewing, FAFSA workshops and hands on advisement with individual computers for students and parents,</p> <p>Additional translation, attendance intervention, operating the after school mentoring and tutoring program, and support.</p> <p>School tutoring, clubs, and mentoring.</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Guidance Councilor</p> <p>Social Worker</p> <p>At Risk Health-related Services</p>	<p>Individuals, groups &amp; classes</p>	<p>Including but not limited to graduation requirements, time management, conflict resolution, decision making, health issues, and career development.</p>

### 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

Our school Network CFN 106 and our CBO The Institute of Student Achievement (ISA), have assisted the school in the creation of a Professional development program that supports the school's instructional needs based on the information provided by the data of the Quality Review, DYOs, Regents Item Analysis, Learning Environment Survey and Report Card. In addition, our school collaborated with the schools on the campus and applied and was granted a Helmsley grant that provides one Math and one English instructional coach from AUSSIE, their tasks are to support individual as well as small groups of teachers in their practice as they implement the requirements mandated by DOE and the gradual implementation of the Common Core Standards. This campus collaboration also includes an ongoing system of inter-visitations. Our school also has hired the services of Educational consultants to provide instructional support for our teachers in the following areas: Literacy, Special Ed and English Language Learners.

Our teachers meet every week in Departments as well in grade teams. In addition, we conduct general staff meetings twice a week.



# SCHOOL FOR EXCELLENCE

Celebrating 10 years of Excellence in Education Founded  
in 2002



**Carmen Bardeguet-Brown**  
Principal  
**Jeffrey Houston**  
Assistant Principal

## Parent Involvement Policy

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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
  - schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- 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;
  - 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;

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

*Provide parents reasonable access to staff by:*

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;

- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting parental involvement activities as requested by parents;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- 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 <b>Groll, Christopher</b>	District <b>09</b>	Borough <b>Bronx</b>	School Number <b>404</b>
School Name <b>SCHOOL FOR EXCELLENCE</b>			

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

Principal <b>Carmen Bardequez-Brown</b>	Assistant Principal <b>Jeff Houston</b>
Coach <b>Richard Trauner</b>	Coach
ESL Teacher <b>Ronald McCormack</b>	Guidance Counselor <b>Kelvin Ortiz</b>
Teacher/Subject Area <b>Vicki Ross-Norris/English</b>	Parent
Teacher/Subject Area <b>Ivan Rozon/Special Ed</b>	Parent Coordinator <b>Lenny Perez</b>
Related Service Provider	Other
Network Leader <b>Terry Byam</b>	Other

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	<b>3</b>
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

### D. School Demographics

Total number of students in school	<b>402</b>	Total Number of ELLs	<b>82</b>	ELLs as share of total student population (%)	<b>20.40%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
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. The Home Language Survey is given at the District Level (not by us). However, when a new student arrives at a New York City school for his/her first day, our guidance counselors, Richie Goodwin or Kelvin Ortiz, meet with the student and the family. If there is any question as to their ELL status, the counselors will immediately consult with one of the ESL teachers. The ESL teachers will test the student's reading skills, basic grammar, and assess oral and listening skills. Then, based on the results of the assessment and the RLER, we administer the LAB-R test within ten days of the student's arrival.

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

The NYSESLAT is administered by Ronald McCormack. A component spreadsheet is developed with the four testing sections and dates for when each student will be administered the exam. Students are brought to the library to complete the components of the exam. Make up days are given to the students that are absent. The ESL department reviews the results of the NYSESLAT to help us program students correctly and to align student schedules with state mandates for ELLs.

2. Fortunately, two of our guidance counselors, Richard Goodwin and Kelvin Ortiz and our parent coordinator, Lenny Perez are bi-lingual (English and Spanish), and nearly all of our ELLs are Spanish speakers. When a new student is assigned to our school, our guidance counselors, with assistance from the ESL department, inform the parents of our program of freestanding ESL. On the first day, Lenny Perez shows the video from the Office of English Language Learners. They provide parents and students with the Program Choice letter following viewing of the video. The second day of the child's attendance in school Mr. McCormack will administer the LAB-R test. When they score the test on day three, if it is determined that the student is indeed an ELL, they will both give the student an Entitlement of ELL Services letter and also mail one home on day four. ESI coordinator keeps list of parents who requested a different program. If/when a new program becomes available a letter will be mailed home by Lenny Perez to inform parents of the new program.

3. Students are sent to our school by the District. On the first day of school the Data specialist Charles Zappa, and the assistant principal Jeff Houston, will print NYSESLAT scores from ATS. From this report two lists will be generated during the first week of school by Ronald McCormack; those students who need to receive entitlement letters and those students who need to receive non-entitlement letters for testing out. Once the lists are generated the entitlement/non-entitlement letters are filled out by Ronald McCormack. A copy is made and put on file in a binder kept in 416B. The originals are given to Lenny Perez, Parent Coordinator where he will address and mail out the letters by the second week of school. If a student does not return the Program Selection Form within one week, Mr. Perez calls home to follow up and remind parents about turning in the paperwork. All Program Selection Surveys are kept in a binder in room 416B.

4. At the time, all students are placed in the ESL program as that is the only program the school offers. As stated in question number 3 our ESL coordinator; Ronald McCormack, puts together all entitlement, placement and continued entitlement letters. Copies

of these letters are maintained in room 416B in a binder. The letters are then handed off to Lenny Perez to be mailed out. Since all parent request ESL programming their parent choice is excersized.

5. In our oral surveys, we have found that almost all parents have opted for the Freestanding ESL program offered at SFE. The apparent trend is all parents are selecting ESL. Therefore, using the parent choice letter and interviews as data, we are meeting the requests and needs of the parents and the students and that is backed by our graduation rate of our ELL population.

6. Yes. Our program model offered here is aligned with the parents request.

## 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 type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										2	1	1		4
<b>Push-In</b>											2	3	1	6
<b>Total</b>	0	0	0	0	0	0	0	0	0	2	3	4	1	10

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	82	Newcomers (ELLs receiving service 0-3 years)	5	Special Education	6
SIFE		ELLs receiving service 4-6 years		Long-Term (completed 6 years)	

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

ELLs by Subgroups

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

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

**C. Home Language Breakdown and ELL Programs**

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

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

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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										26	24	13	16	79
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic											1	1		2
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>26</b>	<b>26</b>	<b>14</b>	<b>16</b>	<b>82</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

## 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.
  - 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?

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

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

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

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

### Principle One: A Coherent Language Policy

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

## A. Programming and Scheduling Information

needs of all of our students.

### Principle Two: Academic Rigor

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

### Principle Three: Use of Two Languages

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

### Principle Four: Explicit ESL and ELA Instruction

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

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

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

2. Our ESL teachers are assigned to work with content teachers of our ELL blocks in order to provide ESL support. The CTT model works ensures that all advanced ELLs are receiving the mandated number of minutes per week. Intermediate and Beginner Students are programmed for a self-contained ESL class every day. Beginner students are pulled out of English classes and taught basic skills by an ESL teacher. These students receive 385 minutes in their ESL class plus additional minutes afterschool and Saturdays. These minutes total over the 540 that are required. Intermediate ESL also receive 385 minutes in class plus afterschool programs and Saturday. Advanced receive their minutes either in class or after school, depending on the schedule for the individual student. Eitjher way the minute requirement is met.

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

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

## A. Programming and Scheduling Information

as if their native culture and language are respected. For the beginners, the ESL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ESL reader) and Phonice for Older Students.

For the high beginners, the ESL teachers use Basic Reading Power, Daily Reading Comprehension, Password 1 and What a World Reading.

For the Intermediate students the ESL program uses Vision Volume C published by Thomson Heinle. The book is supplemented with books from the library and internet sources.

For high intermediate/advanced students a series called "Ready to Write" (Three books for three levels) is used as well as texts from "Bridges to Literature".

4.

a. After a student is identified as SIFE, we schedule ESL teachers to provide three periods a week for homework help and content assistance. These classes are used to help students understand the content and keep up with the work of their core content classes. ESL teachers interact with content teachers to see which students need the most help in various subjects.

b. For newcomers (who are usually beginners) we place the student in an ELL block where an ESL teacher will provide support in content classes. Additionally, they are pulled out in small groups from ELA classes to work with an ESL teacher on basic skills. Finally, they are given a self-contained ESL class to work on reading four days a week.

c. For students who have been ELLs from four to six years, we use the CTT model to provide support in core classes, and, depending on skill level, assign the student to a self-contained ESL class.

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

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

### 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:

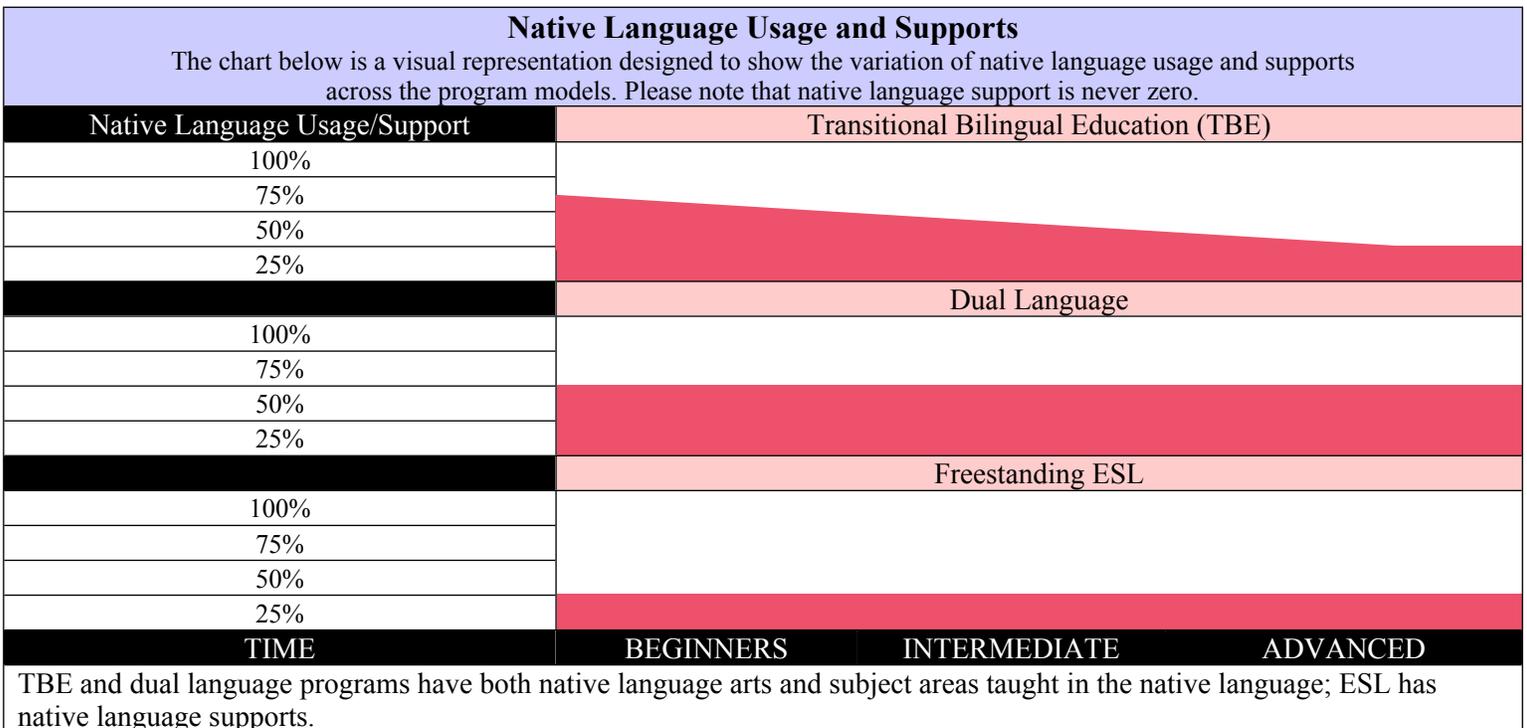
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Math:	
Science:	


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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day





## 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?

We provide a variety of intervention services.

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

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

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

6. Students who have tested out of ESL and are deemed proficient by the NYSESLAT continue to be programmed as part of the ELL blocks and receive ESL support in a Collaborative Team Teaching approach. All of our ELL-SWD are evaluated by both the ESL and SPED teachers in the building. If the certified teachers decide that the student's ELL needs are greater than their special education needs then the student is given an ELL program fit to their proficiency with an elective that provides them with special education services. If the student's special education needs are greater than their ELL needs then the reverse is true; the students are given a special education program fit to their needs and receives a freestanding ESL class as an elective to service the student's ELL needs.

For beginners, the ESL teacher uses the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ESL reader) and Phonics for Older Students.

For high beginners, the ESL teacher use basic Reading Power, Daily Reading Comprehension, Password 1 and What a World Reading.

For intermediate students the ESL program uses Visions Volume C published by Thomson Heinle. The book is supplemented with books from the library and internet sources.

For high intermediate/advanced students a series called "Ready to Write" (three books for three levels) is used as well as texts from "Bridges to Literature".

7. We will have more self-contained ESL classes so that the classes will be smaller and have a more narrow range of skill levels. We also offer after school ESL and a Saturday program. All of our ELL-SWD are evaluated by both the ESL and SPED teacher in the building. If the certified teachers decide that the student's ELL needs are greater than their special education needs then the student is given an ELL program fit to their proficiency with an elective that provides them with Special Education services. If the student's special education needs are greater than their ELL needs then the reverse is true; the students are given a special education program fit to their needs and receive a

freestanding ESL class as an elective to service the student's ELL needs. So either the students are taking an ESL class with their non-disabled peers or they are taking content classes with their non-disabled peers.

8. No programs that are offered are being discontinued.

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

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

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

Newcomer ELLs are provided with testing accommodations including:

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

Bilingual dictionaries for ELA class and the ELA regents

12. Yes

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

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

### **C. Schools with Dual Language Programs**

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

## 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. Our fulltime ESL teachers are fully certified in TESOL. In addition, one of them has attended QTEL workshops, and another teacher has attended extensive UFT workshops on supporting ELLs to pass the English Regents. One ELA teacher has also attended QTEL workshops. After the workshop this teacher then presents, to all staff (ast. principal, guidance, paraprofessional, all teachers and parent coordinators) at the weekly staff meeting to share the information he received at the workshops. In addition, an on-going collaboration with the Research Institute for the Study of Language and Urban Society provides teachers working with ELLs on-going support for how to infuse literacy throughout the curriculum and how to plan for language functions.

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

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

3. Our professional development is done through our weekly staff meetings. The professional development workshops are led by our coaches, Richard Trauner and Martin Kelly. The workshops cover the areas of content, rigor, process and product. Aussie, an outside organization, also work weekly with our teachers who teach ELL's.

## 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 and families of students in the School For Excellence, are provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources. We have numerous spanish speaking members of our staff that can communicate with parents or translate for staff that do not speak spanish.

To encourage parent involvement at SFE we:

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

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

3. We evaluate the needs of parents by inviting them to the school for a variety of functions and reasons, calling them on the telephone, and asking what services would be helpful for them. We do extensive outreach with the families of our students. Our parent coordinator, Mr. L. Perez, surveys our parents by phone, over the summer we sent out surveys to parents and at Parent Association Meetings asking them what topics they would like to focus on. For example, for this school year, 2011-2012, parents decided on College and Career Readiness as the main topic. We have now implemented that request of these parents and their children so they (both parent and child) have a better understanding of the college and career needs for the 21st century. All letters and materials are translated.

## 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)										5	2	2	3	12
Intermediate(I)										9	10	6	4	29
Advanced (A)										1	8	2	2	13
Total	0	0	0	0	0	0	0	0	0	15	20	10	9	54

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
	I										4	2	1	3
	A										5	6	3	9
	P										7	9	3	0
READING/ WRITING	B										6	1	1	3
	I										9	10	3	3
	A										1	7	3	4
	P										0	0	0	2

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	15	0	7	0	
Integrated Algebra	15	0	10	0	
Geometry					
Algebra 2/Trigonometry					
Math					
Biology					
Chemistry					
Earth Science					
Living Environment	15	0	4	0	
Physics					
Global History and Geography	15	0	6	0	
US History and Government	15	0	5	0	
Foreign Language					
Other					
Other					
NYSAA ELA					
NYSAA Mathematics					
NYSAA Social Studies					
NYSAA Science					

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

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
Chinese Reading Test								

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

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

Part IV: B. Assessment Analysis

- We were gratified to see that nearly all students improved proficiency levels according to their NYSESLAT results.
- We see that most of our students, particularly our significant LTE population, perform markedly better on the Listening and Speaking sections compared with Reading and Writing. For this reason, we are offering ESL classes specifically geared toward improving the reading skills of our ELL population.
- The ELLs are performing at a slightly lower level than their peers at the same grade level. We are gratified that all but our lowest-level ELLs are taking their exams in English (although with translating dictionaries and a copy of the test in their native languages). Two of our intermediate ELLs, with the help of Mr. McCormack and Mr. Lopez, passed the English Regents.
  - We distribute the results to all teachers of ELLs. Students are programmed for ESL classes or additional support based on these results.
  - The school is learning what areas of English acquisition that our students need to work on in order to exit ESL. We design lessons based on the results for students, differentiating as needed.

The beginner students rely heavily on their native language exams. Typically 20% of beginner ESL students pass the Regents Exam they take. They use both exams but typically write in their native language exam.

The intermediate students get both the English and native language exams but they use the native language much less often. They only reference the native language exam when they see a word they do not know. They complete the English exam.

The advanced students either only use the English version of the exam or use the native language as a reference. They write and complete the exam in English.

The ninth graders take the Integrated Algebra and Living Environment Exam. Most ninth graders take the Regents exam with English and native language in front of them. There is approximately a 25% passing rate for ELLs for the Integrated Algebra exam a 30% pass rate for ELLs on the Living Environment exam.

The tenth graders take the Global Regents exam. ELL students typically perform better in the Global than they do Math and Science. The pass rate for the Global Regents for ELLs was over 50%.

The eleventh graders focus in 11th grade in the English Regents Exam. All students taking the English Regents take the Exam in English. The pass rate for ELLs on the English Regents was approximately 40%. The pass rate US History in the eleventh grade is 20%.

The twelfth graders taking regents are usually trying to pass regents exams they failed previously. Usually with proper intervention like Saturday school and after school tutoring 75% of the ELLs pass the regents they need to graduate.

Teacher feedback indicated acuity exams were not sufficient. More real, authentic, meaningful, and relevant assessments were necessary to inform instruction. Teachers decided to design their own assessments (DYO). DYO assessments focus on skills in ELA, Math and History. Creating meaningful assessments, aligned to curriculum and standards, to drive instruction in the areas of English, History and Mathematics.

Teacher designed assessments focus on specific student skills. Inquiry groups, examining specific target groups, use this data to inform instructional practice. This academic school year 2011-2012 there are three DYO cycles. One during the Fall, Winter and the Spring. Teachers make assessments, the data is collected and compiled by Roberta Kang, she in turn produces graphs for the data that teachers then analyze in departments. Departments make an instructional adjustment needed.

5. It's an ongoing process. We meet as an ESL department weekly. Our Grade Teams meet bi-weekly to discuss all manners of issues, including those related to ELLs. We evaluate our students' progress based on Periodic Assessment exams and ongoing assessments in our classrooms.

6. It's an ongoing process. We evaluate the success of our ELL programs in a number of ways.

We analyze the success of our ELL programs in a number of ways

We analyze NYSESLAT results, periodic assessment, results on regents examinations, and final examinations.

We survey and interview students. Administrators and other staff members observe and take part in ESL classes to measure effectiveness and progress.

We discuss how to better serve our ELLs at nearly every Team, Department, and Professional Development meetings that we have at our school.

We compare our results to those of our peer schools. We are happy and proud to report that we have earned maximum extra-credit for our work with ELLs on our School's Progress report and had a relative score of 184.4% relative to our peer schools. We meet as an ESL department weekly. Our Grade Teams meet bi-weekly to discuss all manners of issues, including those related to ELLs. We evaluate our students' progress based on Periodic Assesments exams and ongoing assessments in our classrooms. We compare results in our DYO (Design Your Own) assessments between ELLs and General Education students.

### **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.

## **Part VI: LAP Assurances**

**School Name: SCHOOL FOR EXCELLENCE**

**School DBN: 09X404**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Bardeguez-Brown	Principal		11/1/11
Jeff Houston	Assistant Principal		11/1/11
Lenny Perez	Parent Coordinator		11/1/11
Ronald McCormack	ESL Teacher		11/1/11
	Parent		
Vicki Ross-Norris/English	Teacher/Subject Area		11/1/11
Ivan Rozon/Special Ed	Teacher/Subject Area		11/1/11
Richard Trauner	Coach		11/1/11
	Coach		
Kelvin Ortiz	Guidance Counselor		11/1/11
Terry Byam	Network Leader		11/1/11
	Other		

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 09x404      **School Name:** School for Excellence

**Cluster:** ISA      **Network:** CFN: Terry Byam

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

During the second week of September an inventory of the different languages spoken at student homes is taken. These surveys should be completed by freshmen and any other new students to the school. The surveys are completed in classes and take the form of a "tell me about yourself" activity. One of the questions/fill-in the blank answers inquires about the language spoken and written at home. Teachers keep copy of these documents on file to review information about students and keep record of their contact information. Any languages different from Spanish are reported to Jeff Houston, APO by the teachers the end of the third week of September. He will then determine if the parents need language assistance. The APO then compiles a list of all the language translations needed.

Emergency cards are kept on file in the main office with the language information.

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.

Currently the school's primary need is a Spanish translation with many families speaking only Spanish at home. We also have one family that speaks Guyanese in the home and a numerous families who speak African regional dialects. The findings were reported to the school community via a memo.

## 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.

Any school memos, documents or newsletters that are set out to parents are translated by our bilingual community associate in Spanish. Usually the translated version is attached to the back of the English version for any mailings that are set out. For the other languages we rely on Google Translate and resources from the DOE.

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.

For the parents who need Spanish translation orally the parent coordinator sits in on meetings, conferences and other events where translation is necessary. For those parents who speak the African dialects we do have two staff members who can translate for the school during meetings and conferences. We also use a school messenger system that automatically calls the homes of students with important school information. This is a multilingual software program.

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>.

A. The parent coordinator, Lenny Perez, houses the translated versions of the Bill of Parent Rights and Responsibilities and are accessible to any parent that comes into the school.

B. At the front entrance of the school, Boston Road and 166 street, there is displayed translated signs for parents/guardians to see upon arrival to the building.

C. Provide parents with direct cell phone numbers of the bilingual administration, Kelvin Ortiz and Richard Goodwin, and bilingual parent coordinator, and Lenny Perez. These cell phone numbers are sent to students in a pamphlet during the summer.

D. More than 10% of our students' parents speak Spanish as their primary language. All mailings, phone calls and memos sent to parents are translated into Spanish.

E. N/A

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School:	DBN: 09x404
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 80
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

A high quality instructional program after school and Saturday will be available for all ESL students, grades 9-12, many of whom come to our school with low skills in core content areas. This program will assist our ELL students in the core content areas: Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. Through this program, each student will receive additional support in order to reach content area and common core standards for grade level work. The instructional focus is to improve language skills and content understanding, and at the same time provide multiple opportunities to engage in reading, writing, speaking and listening in English. It is also our goal that this program will enable students to be successful on state examinations. The Saturday program is provided from October to June. The Saturday program is provided by the ESL and NLA Teacher from 9-12.

Classes began October 1, 2012, and will run through June 2013. They are held on Monday, Tuesday and Wednesday afternoons from 2:50pm through 3:50pm. English Language learners also attend Saturday school in order to support the student's Language and communication skills.

We have one certified ESL teacher and a Spanish/Native Language teacher for this program. The two teachers co teach and provide support in English and in the Native Spanish to ELLs to support language and literacy skills. The NLA teacher supports Spanish language. Students work in small group instruction in Spanish. Our team of teachers collaborate in the development and implementation of a blended on line program. In addition to the Rosetta Stone program, students use other software and internet-based resources to advance their language development. Read 180 is used to provide access to reading material at the appropriate instructional level so that students have the right balance of challenge and success. We provide our students with the language support that all of our ELLs students need, including a range of Grammar books, textbooks that are appropriate for their reading level including fiction and non-fiction materials. Our instructional program provide ample opportunities for our students to engage in the different aspects of communication such as: reading, writing, speaking, and listening.

### Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Our teachers have attended UFT workshops on supporting ELLs to pass the English Regents. In

## Part C: Professional Development

In addition, an on-going collaboration with the Institute For Student Achievement (ISA), provides teachers working with ELLs on-going support for how to infuse literacy throughout the curriculum and how to plan for language functions. As part of our school wide professional development program, we give teachers the opportunity to attend professional development workshops outside of the school building. Our teachers will participate in QTEL, Building the Base. This is a program sponsored by the DOE and is provided at no cost to Title III. During this process our teachers will meet with other teachers and colleagues who previously participated in QTEL professional development and study QTEL interactive strategies and incorporate the learning in their instructional practice. Three teachers of ELL students are receiving QTEL training during the year.

Professional development opportunities include everything from weekly inter-visitations to conferences. On November 6 our teachers attended THE Sixth International Schools Professional Day workshop. Our teachers will also conduct workshops on how to meet the needs of ESL students. A professional development company, A.U.S.I.E, comes to our building, through a grant, and supports the ELL teachers on the campus. AUSSIE's provide bi monthly workshops and feedback as well as provide scheduling for ELL teacher weekly intervisitation. AUSSIE provides monthly workshops regarding such as Effective Literacy strategies, Effective groupings and Assessment for English Language Learners. The workshops are provided twice a month on Thursdays from 3:00-5:00pm.

In addition, teachers have received professional development from the Institute of Student Achievement (ISA), on how to infuse literacy throughout the curriculum and the importance of bi-literacy in the successful academic development of ELLs. Based on this PD, teachers are conducting inter-visitations to assist each other in better infusing literacy throughout the curriculum to better meet the needs of ELLs.

Additional professional development conducted in the school that will support Title III instruction at no cost to Title III will include such topics as:

- The provision of math, science and literacy coaches who work with teachers to plan curriculum, locate resource and review the results of instruction.
- Opportunities for dialogue, collaboration and curriculum planning at our schools regularly held departmental and grade meetings
- Exiting students portfolio presentations encourage prompt yearly evaluation of instructional success
- Regular faculty wide professional development opportunities meetings have included topics ranging from differentiation, learning about reading strategies, item analysis of student work, incorporating technology, the arts and literacy within the curriculum, and data driven instruction.

## Part D: Parental Engagement Activities

## Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

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

To encourage ELL parents involvement at SFE we:

Have hired a highly skilled Parent Coordinator, who is fluent in the use of both Spanish and English languages and has an intimate knowledge of the community serviced by School For Excellence. He provides a connection between home and school that encourages parental access. The Parent Coordinator conducts yearly Parent's Association elections for Executive Board members, as well as conducting monthly Parent's Association meetings. All of the Parents meetings take place from 5:30-7:30 pm. The meetings take place on Tuesdays and Thursdays. In addition he supports, coordinates and collaborates with the following:

1. Implementing Study Skills for English Language Learners at Home. October 2012
2. College Readiness workshop for English Language Learners (2hr) provided by a collaboration of school teachers, guidance counselors and COLLEGE SUMMIT Inc. October.
3. Implementing Literacy Strategies at home for English Language Learners. November 2012
4. Conflict Resolution (2hr) provided by Restorative Justice Program. In addition to this the parent coordinator works with students in a peer mediation program that fosters communication among our students.

The School Leadership Team, working alongside the Parent Coordinator, has developed a plan for increasing teacher's ability to effectively involve parents in their children's education. It:

- hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;
- conducts outreach activities and training parents;
- distribute all notices in English and Spanish;

**Part D: Parental Engagement Activities**

- provide resources for family outreach to assist and inform parents, and involve them in the school community;
- encourage parents to network with each other and to communicate with school staff;
- maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children’s education programs;
- meetings are scheduled at various times during and after the school day to accommodate parents;

Parent contact is made through monthly calendars, letters and phone calls to inform of school’s instructional programs and performance standards, student assessments and summer programs. The messages are sent in multiple languages. Multiple translators are available in everyone of our meetings and workshops. Parents can also keep up with their children by utilizing ARIS.

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software		

**Part E: Budget**

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		