



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: EXCELSIOR PREPARATORY HIGH SCHOOL

DBN (i.e. 01M001): 29Q265

Principal: LILLY N. LUCAS

Principal Email: HFULLER@SCHOOLS.NYC.GOV

Superintendent: JUAN MENDEZ

Network Leader: MALIKA BIBBS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Lilly N. Lucas	*Principal or Designee	
Stephanie Betts Coleman	*UFT Chapter Leader or Designee	
Orin Thomas	*PA/PTA President or Designated Co-President	
Renee Dailey	DC 37 Representative, if applicable	
Kyle Miller	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joyce Yolanda Dail	Member/ Parent	
Marnel Herbert	Member/ Parent	
Helen Rodney	Member/ Parent	
David Scantlebury	Member/ PTA Vice President	
Pam Miller	Member/ Parent	
Leightoya Johnson	Member/ Teacher	
Rockeia Graham	Member/ Teacher	
Alexine Ralph	Member/ Student	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Priority schools implementing a whole school reform model in 2013-14 are required to:

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 14 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
	School Leadership Team Signature Page
x	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
x	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Priority Schools Only

x	Expanded Learning Time (ELT) Program Description
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School Information Sheet for 29Q265

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	480	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	4	# SETSS	N/A	# Integrated Collaborative Teaching	29
Types and Number of Special Classes (2013-14)					
# Visual Arts	10	# Music	N/A	# Drama	N/A
# Foreign Language	19	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	61.0%	% Attendance Rate			86.2%
% Free Lunch	66.8%	% Reduced Lunch			11.1%
% Limited English Proficient	4.2%	% Students with Disabilities			15.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.9%	% Black or African American			84.1%
% Hispanic or Latino	8.7%	% Asian or Native Hawaiian/Pacific Islander			4.4%
% White	0.2%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	2.28	# of Assistant Principals			1
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			1.2%
% Teaching with Fewer Than 3 Years of Experience	3.5%	Average Teacher Absences			4.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	70.8%	Mathematics Performance at levels 3 & 4			74.5%
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			83.3%
6 Year Graduation Rate	78.3%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				

Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)					
American Indian or Alaska Native	N/A	Black or African American			Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	Yes				

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP							
Describe the strengths of your school's 12-13 SCEP.							
The school has improved from last year's SCEP in the following ways:							
<ul style="list-style-type: none"> • There has been a school-wide grading policy that has been in effect since September 2013. • Consistent curriculum maps for each content area and grade have been developed and implemented. • Classroom observations and lesson plans are reflecting Common Core alignment, specific adaptations (including ELL and SWD), and writing strategies. • There is currently a consistent instructional focus that is evident across instruction, curriculum, teacher teams, and observations. 							
Describe the areas for improvement in your school's 12-13 SCEP.							
The school warranted the following areas of improvement:							
<ul style="list-style-type: none"> • The administration conducting observations using a research-based rubric. • Not all curriculum maps, were aligned to the CCLS, nor addressed the needs of all students. • Groups were formed using data not based on academic needs. • Teacher feedback was not specific and did not include comments for improvement and next steps. • School leaders should provide PD to introduce teachers to a wider range of instructional strategies that can be used in the classroom to promote greater student participation in the learning process and can meet the needs of all students, including student with ELL's and SWD's. • Subgroup data trends are neither reviewed nor individual student item analyses used to determine instructional best practices. 							
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.							
The challenges encountered while developing and implementing the 2012-2013's SCEP were as follows:							
<ul style="list-style-type: none"> • Creating viable systems that effectively monitored Common Core alignment. • Monitoring and revising of teacher informal observations and providing effective feedback. • Calculating a clear instructional focus that would be understood and embraced by all stakeholders. • Ensuring that all goals were executed in a timely and viable manner. 							
Describe the degree to which your school's 12-13 SCEP was successfully implemented.							
<ul style="list-style-type: none"> • The school successfully implemented the Danielson Teaching rubric. • Common Core Standards were aligned to all subject area curriculum maps, unit plans, and lesson plans • Students improved Regents scores in the areas of: ELA (4% increase), Algebra (12% increase), Geometry (19%increase) and Earth Science (10% increase) from last year's data. • The 2012-2013 attendance rate increased 0.21% from the previous year. 							
Were all the goals within your school's 12-13 SCEP accomplished?				x	Yes	<input type="checkbox"/>	No
If all the goals were not accomplished, provide an explanation.							
Did the identified activities receive the funding necessary to achieve the corresponding goals?				x	Yes	<input type="checkbox"/>	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
The anticipated barriers and challenges will be:				
<ul style="list-style-type: none"> • Change in leadership from October 2013-present • Time constraints • Creating a viable PD calendar that addresses both teacher need and all DoE instructional expectations. 				
List the 13-14 student academic achievement targets for the identified sub-groups.				
For the year 2013-2014 the following are targets for the identified sub-groups:				
<ul style="list-style-type: none"> • A 3% increase in the number of students earning 10 or more credits in grade 11. 				

- By June 2014, there will be a 5% increase on ELA Regents results and scholarship data.

Describe how the school leader(s) will communicate with school staff and the community.

School leaders will communicate with school staff and the community through:

- Faculty meetings
- Inquiry team meetings
- Professional development and teacher feedback
- PTA meetings
- SLT meetings
- Parent workshops
- Teacher observations and informal/formal feedback.

Describe your theory of action at the core of your school's SCEP.

Last year, the school focused on the lowest third as a focus group to target improvement in student performance and document teacher planning and student outcomes. Although successful, the school did not have a cohesive focus that allowed the entire staff to concentrate on a specific area of improvement. This year, the school selected a focus of writing across the curriculum that will be implemented and executed within school-wide PD, teacher teams, informal and formal observations, and student work that will allow all parties to monitor and target specific successes and needs for improvement. The school is continuing to concentrate on the lowest third, and in addition will be focusing on students who have 75% or better attendance but who have failed three or more classes. The school believes that if they focus on literacy skills (with attention to the data from the lowest third), then overall data will continue to improve.

Describe the strategy for executing your theory of action in your school's SCEP.

The goal to boost student Regents and scholarship data was derived from an item analysis of last year's Regents data as well as formative assessment data that was analyzed by the administration and teaching staff. In order to best execute their theory of action, the school's instructional focus is on literacy (with an emphasis on writing across content areas). The school will also create structures and systems (i.e. PD plan, teacher team feedback forms, looking at student work protocols) to monitor student progress.

List the key elements and other unique characteristics of your school's SCEP.

- The school's SCEP is clear and streamlined to align with its instructional focus of improving writing across content areas.
- The school is utilizing a social-emotional component with partnerships from Morningside, Partnership for Children in addition to continuing its affiliation with York College and the College Now program.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The following will evidence the school's capacity to effectively oversee and manage the improvement plan:

- Teacher observations
- Professional Development Plan
- Feedback from Professional Development
- Teacher Team forms
- Formative and Summative assessment data

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
Continue to work towards a unified, normed understanding of best pedagogical practice so that every teacher engages students and maximizes opportunities to develop critical thinking.(1.2. 1.3)							
Review Type:	Alt DQR	Year:	2013	Page Number:	4	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

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

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
Teacher teams will engage in analyzing key artifacts such as assessment data and student work to make adjustments in their teaching practice resulting in 70% of teachers rated “effective” in questioning and discussion techniques (Component 3b).

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
Strategy: A research based teaching framework (the Danielson Framework for Teaching) will be used to create a shared understanding of strategies around questioning and discussion techniques. <ol style="list-style-type: none"> 1. Activity-Administration will conduct frequent cycles of formal and informal observations, ensuring feedback is given around Component 3B (Questioning and Discussion Techniques). 2. Activity- Teacher Leader(s), coaches, and teachers will work within weekly department meetings on the implementation of the Teacher Effectiveness Rubric 3. Activity- Administration will ensure that the monthly Professional development will include strategies around Component 3B. 4. Activity- Administrators, teacher leaders, the Teacher’s College coach, and the network assigned coach will collaborate monthly to review the progress of teacher meetings, feedback from informal/formal observations and review the efficacy professional development activities.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Administrators will work with their assigned network coach and the DoE Talent Coach on effective feedback for Component 3B. 2. Teacher Leader(s) and coaches will work with administrators to plan meeting agendas and will facilitate weekly department meetings. Meetings will focus on implementation of the Teacher Effectiveness Rubric. 3. Administrators, teacher leaders, the Teacher’s College coach, and the network assigned coach will facilitate professional development (both full-staff and small-group). 4. Administrators, teacher leaders, the Teacher’s College coach, and the network assigned coach will meet for 2 hours one Thursday a month to review data, make adjustments to strategies, and determine next steps.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. By the end of the 2013-14 school year, school leaders and teachers will agree with the calibrated rating 75% of the time as to whether teacher practice, as observed in a training video, represents Highly Effective, Effective, Developing, or Ineffective practice for Component 3B. This consensus will result in higher level critical thinking by students in daily lessons. 2. 50% of department meeting agendas will include some discussion of questioning and discussion techniques (Component 3B) 3. 70% of professional development agendas will include some discussion of questioning and discussion techniques (Component 3B). 4. 70% of the lessons will be rated effective, particularly in the area of Danielson’s 3b, showing growth in the teacher’s HEDI rating.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. All teachers will be observed, both formally and informally, a minimum of 4-8 times per year (on a rolling basis throughout the year) and will engage in mid-year and

end of year self-reflections and assessments, paying particular attention to Component 3B.

2. Beginning in September 2013 and ending in June 2014, Departments will meet one time a week during 5th period
3. Beginning in October 2013, and ending in June 2014, the administration will hold full-staff professional development on the first Monday of every month
4. Beginning October 2014 and ending in June 2014, administrators, teacher leaders, the Teacher's College coach, and the network assigned coach will meet for 2 hours one Thursday a month.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers and supervisor will meet weekly after-school using per session funding to calibrate, norm, and improve teacher practice using the Danielson Rubric as a framework.
2. Meetings will take place after school hours and on Saturdays between April 1, 2014 through June 26, 2014 as outlined below:

		Total Hours	# of staff	Rate	Pd hours
Allocation	\$9246.00				
Per Session Total Pedagogues	\$7056.00	168	7	\$42.00	24
Per Session Total Supervisors	\$2112.00	48	2	\$44.00	24

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

The network awarded the school 8 Teacher's College coaching days.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	X	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Ensure that formative assessment in academic classes is used to help inform teacher practice through the school's selection of one or two school-wide goals. (2.2)

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	P
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Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	3.2 Enact curriculum	3.3 Units and lesson plans
X	3.4 Teacher collaboration	3.5 Use of data and action planning

Annual Goal #2

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

Through the implementation of a clear instructional focus and ongoing professional development, teachers will improve their practice resulting in a 3% increase in the number of students earning 10 or more credits in grade 11.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item

must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy: An instructional focus aligned to how the school believes students learn best, and addressing skills students need to develop, will be implemented in classrooms across all content areas.

1. Activity- Teachers will monitor the implementation of school's instructional focus through an examination of lesson tasks and related student work.
2. Activity-The PD calendar will include sessions focused on strategies teachers can use to implement the instructional focus into daily lessons.
3. Activity-Administrators will give teachers monthly observation feedback that will be aligned to the school's instructional focus of writing.
4. Activity-Teacher teams will review teacher and student work through the inquiry process.

B. Key personnel and other resources used to implement each strategy/activity

1. Network coach, Teachers College coach, and administrators will support team leaders with planning meetings. Team leaders will facilitate team meetings.
2. Network coach, Teachers College coach, and administrators will work collaboratively in planning and execution of PD calendar.
3. Administration will conduct observations, share feedback with teachers, and examine data across the school.
4. The data specialist, administration, and teachers will review and assess inquiry team materials and binders.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014, the school's instructional focus will be implemented in 100% of classrooms on a weekly basis as evidenced by curriculum maps, unit plans, and daily lesson plans.
2. By June 2014, 30% of full-staff professional development sessions will be devoted to exploring strategies aligned to the school's instructional focus.
3. By June 2014, all teachers will have received feedback around the schools instructional focus as observed in their lesson and curriculum.
4. By June 2014, the use of the inquiry process will result in revisions to curriculum to (that will include using strategies that will address student need), resulting in more targeted lessons, and thus resulting in a 3% increase in credit accumulation.

D. Timeline for implementation and completion including start and end dates

1. Beginning in September 2013 and ending in June 2014, inquiry teams will meet one time a week during 5th period
2. Beginning in October 2013, and ending in June 2014, the administration will hold full-staff professional development on the first Monday of every month
3. All teachers will be observed, both formally and informally, a minimum of 4-8 times per year (on a rolling basis throughout the year) and will include feedback around implementation of the instructional focus.
4. Beginning September 2013 and ending June 2013, team leaders will meet Beginning in September 2013 and ending in June 2014, inquiry teams will meet one time a week during 5th period.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher leaders will meet with coaches and administrators once a week for 2 hours after school (4 teachers x 2 hours x 40 weeks @ per session rate).
2. Professional development will take place during common planning time and the contractual staff meeting time (no cost associated with this activity).
3. Administrators will conduct observations and meet with teachers during their prep period (no cost).
4. Inquiry teams will meet once a week during common planning time (no cost).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	x	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	X	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI			PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).

- The use of both common and formative assessments in all academic classes is inconsistent.
- There is not yet a fully articulated understanding of what constitutes excellence in every subject area.(2.2)

Review Type:	DQR	Year:	2012-2013	Page Number:	4	HEDI Rating:	P
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Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	4.2 Instructional practices and strategies	X	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		4.5 Use of data, instructional practices and student learning

Annual Goal #3

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

By June 2014, the school will use assessment data to tailor instruction for students, resulting in a 5% increase the number of students who successfully pass the ELA Regents exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy: Common assessments and curriculum templates will be used to target student needs in curriculum, resulting in increased student achievement on related Regents exams.

1. Activity-Teacher teams will collect and analyze data from department created performance assessments and projects.
2. Activity- Teacher teams will create a common lesson plan, unit plan and curriculum map templates that highlight CCLS and writing strategies.
3. Activity- Team leaders will review data collected from weekly teacher meetings in order to look for trends across the school and share best practices being developed in teacher teams.
4. Activity – The school will use data from assessments to create Saturday class lessons that address specific student needs.

B. Key personnel and other resources used to implement each strategy/activity

1. Teacher teams will analyze data from teacher developed formative and summative assessments as well as Regents exam data.
2. Department leads, network support, Teacher’s College coach, and ISA coach will support school with template initiatives and create and implement cohesive writing strategies across content areas that meet the student needs identified through assessment data analysis.
3. Team leaders will work with administrators, the network coach, and the Teacher’s College coach once a month.
4. Teachers will work collaboratively to design curriculum for Saturday classes.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June 2014 there will be a 5 %increase on the ELA regents based on targeted instruction and ELA data.
2. By June 2014, there school will have designated templates that will be used by 90% of the teachers for curriculum, unit and lesson plans based on administration’s collection and review of curriculum, units, and lesson plans.
3. By January 2014, there will be 4 completed teacher team portfolios created for every department team.
4. By June 2014, Teacher team leaders will collect weekly monitoring from student formative, summative, and scholarship data to revise strategies and report necessary adaptations to administration. All of the aforementioned will result in a 5% increase of ELA scholarship data for the 11th grade.

D. Timeline for implementation and completion including start and end dates

1. Beginning September 2013 until June 2014, the school will have analyzed the data from January 2014 Regents exams and utilize the data analysis to inform curriculum revisions and Saturday class curriculum plans.
2. Beginning October 2013 until June 2014, teachers will review curriculum, unit plans and lessons on a weekly basis to reflect ongoing writing strategies that support the needs of all students.
3. Beginning October 2013 until June 2014, will have reviewed all inquiry team feedback to create viable next steps to ensure the CIE implementation of Planning, Monitoring and Assessing will focus and redirect inquiry team work to reflect completed teacher team portfolios.

4. Beginning October 2013 until June 2014, Saturday Regents prep classes will occur from December 2013-January 2014 and April-June 2014 that will result in increased ELA Regents data by 5%.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Department teams (comprised of 3-7 teachers) will meet 4x a month for 9 months (no cost associated with this activity)
2. Administration team (comprised of 4 administrators) will meet 4x a month for 9 months (no cost associated with this activity)
3. Department teams (comprised of 3-7 teachers) will meet 4x a month for 9 months (no cost associated with this activity)
4. Teacher teams (5 teachers x 2 hours x 40 weeks @ per session rate). will conduct Saturday Regents preparation for 7 Saturdays beginning December and ending January 2014, and again from April-June 2014

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams	x	PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Teachers are inconsistent in shifting instructional practices resulting in uneven opportunities to improve student improvement. (4.2)

Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	5.2 Systems and partnerships		5.3 Vision for social and emotional developmental health
	5.4 Safety	x	5.5 Use of data and student needs

Annual Goal #4

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

To provide ongoing increased opportunities for student's exposure to college readiness with academic and social/emotional guidance by a 3% increase in the number of students who meet and exceed the NYS benchmarks for commencement level for the 2014 cohort.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy-All students will have received ongoing advisory outreach curriculum that will increase student success for the NYS benchmarks.

1. Activity-Advisory teachers will teach the incoming 9th, 10th, 11th, 12th targeted advisory curriculum within biweekly advisory periods..
2. Activity-All students will meet with their guidance counselor a minimum of twice a year to discuss and plan course selection and career outcomes.
3. Activity-The Gateway coordinator will meet weekly with Gateway students to focus on career and enrichment courses related to science, technology, and engineering.
4. Activity- Guidance counselors will meet 2x a month to prepare college trips and organize additional college and career events.

5. Activity-All guidance counselors and advisory teachers will prepare and assist students with the completion of their academic roadmaps.
6. Activity- Administration will review scholarship data quarterly and make appropriate feedback.

B. Key personnel and other resources used to implement each strategy/activity

1. Advisory teachers, guidance counselor.
2. Advisory teachers, guidance counselor.
3. College advisor, advisory teacher, guidance counselor, Gateway coordinator
4. Guidance counselor, teachers
5. Guidance counselors, Gateway coordinator, advisory teachers.
6. Administration, teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By February 2014, 70% of 10th, 11th, and 12th grades will be on target for graduation.
2. By February 2014, all guidance counselors will have completed 75% of the roadmaps for all 9th, 10th, 11th, and 12th grades
3. By June 2014, the Gateway coordinator will have created 44 weekly agendas and have weekly student signature pages.
4. By June 2014, there will have been at least four college trips conducted for all students.
5. By December, there will be a 3% increase in students applying to CUNY colleges.
6. By May 2014, there will be a 2% increase in students attending college fairs and college trips.

D. Timeline for implementation and completion including start and end dates

1. Beginning September 2013-June 2014, all 9th, 10th, 11th, and 12th grade students will receive targeted curriculum geared for college and career readiness.
2. September-November 2013 and February-April 2014 all 12th graders will meet with their guidance counselor and strategize their career and college applications and selection.
3. November 2013-January 2014 and April 2014-May 2104 all 9th, 10th, and 11th graders will meet with their guidance counselor, advisory teacher, and Gateway advisor to monitor and track their academic and career and college opportunities.
4. September 2013-CUNY College Fair, October 2013-Schoolwide college trip, December 2013-New Paltz college trip, April 2014- Jacob Javits college fair.
5. September 2013-May 2014, all guidance counselors will keep an updated log of student completion of their academic roadmaps.
6. September 2013-June 2014, Administration will review scholarship data on a monthly basis and assess the relationship between student advisory and academic success.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Guidance counselors (2) will meet 4x a month for 9 months (no cost associated with this activity).
2. Guidance counselor (1) will attend monthly Network Professional Development (no cost associated with this activity).
3. Gateway advisor (1) will attend bi-monthly Gateway coordinator meetings (two days a month at the substitute coverage rate).
4. Guidance counselors (2) will attend 1x monthly professional development through the Morningside grant focusing on optimizing college behaviors (no cost associated with this activity.)
5. The Gateway advisor will be meeting with students 4x a month to assist students with investigating careers and courses related to science, technology and engineering (no cost associated with this activity).
6. Administration will review monthly scholarship data 1x a month (no cost associated with this activity).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS		PF CTE	x	PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

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

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The school provides a supportive environment for students, resulting in student's academic and social growth.

Review Type: DQR	Year: 2013-2014	Page Number: 3	HEDI Rating: H
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

6.2 Welcoming environment	6.3 Reciprocal communication
6.4 Partnerships and responsibilities	6.5 Use of data and families
	x

Annual Goal #5

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

Parents will have an increased awareness to the common core curriculum by an increase of 5% in PTA attendance and parent workshops.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

Strategy-School will provide strategic outreach that will maximize increased parent attendance for school and community related events.

1. Activity- guidance counselors will schedule five meetings throughout the school year for parents and caregivers on the common core curriculum.
2. Activity-guidance counselors will assist parents to complete three self- reflections regarding their knowledge on the common core curriculum.
3. Activity-administration and guidance will schedule at least 6 parent and school meetings for example: Grade Team Meetings, Curriculum Night, Title One Parent meetings, and PTA meetings. In addition, parents of students who are most at risk will be invited to a series of four workshops which will target community partnerships, relationship building between school and family.
4. Activity-Guidance counselors and school staff will to provide access and resources (Skedula) to be made available to parents on a daily basis to monitor student progress.
5. Activity-Guidance counselors and administration will identify needed areas of improvement and make once weekly continued outreach for parent support (mailings, phone master, Skedula, etc.) to increase parental involvement, with particular attention to students who are high risk.
6. Activity-Social worker and guidance schedule on an as needed daily parent meetings to accommodate all parents for student progress and feedback.

B. Key personnel and other resources used to implement each strategy/activity

1. Parents and school administration will provide monthly meetings on common core curriculum changes and implementation.
2. Administration, guidance, and staff to provide support on completion of reflections.
3. Guidance counselor, Social Worker, College Advisor, administration, Partnership for Children, Morningside Agency and teachers.
4. Guidance counselors, administration, and teachers.
5. Guidance counselor, Social Worker, teachers, and administration, Partnership for Children, Morningside Agency, and teachers.
6. Social worker, guidance, college advisor, and teachers who combine efforts to schedule parent meetings and feedback.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By February 2014, there will be a 2% increase in parent attendance from increased parent outreach.
2. By June 2014, there will be a 70% success rate in parent completion of self-reflections.
3. By June 2014, there will be a 3% increase in parent attendance from increased parent outreach.
4. By June 2014, there will be a 2% increase in 10 grade students who receive a 65 or greater in 4 or more of their classes)

5. By June 2014, there will be a 2% decrease in student suspension rate.
6. By February 2014, all guidance counselors will have completed detailed student profiles on all at-risk students.

D. Timeline for implementation and completion including start and end dates

1. Advisory teachers will collect and review parent feedback with principal monthly the school’s parent involvement meetings (SLT, Parent Committee, PTA meetings).-September 2013-June 2014
2. Beginning September 2013- June 2014, all guidance counselors and social workers will create and administer monthly parent self-reflections on the Common Core.-October 2013-May 2014.
3. Collect and review, and monitor parent attendance and provide ongoing parent outreach to devise strategies to increase attendance. September 2013-June 2014.
4. Provide weekly feedback on an ongoing basis using Skedula for parents to inform student progress September 2013 –June 2014
5. Guidance counselors will provide parents with weekly phone calls, emails, and ilog updates.
6. Provide ongoing support on a daily basis to provide parents and caregivers with progressive outreach and support. September2013-June 2014.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Designated teachers (2) who are assigned to execute Professional Development during PTA meetings 4x a year for a 50 minute meeting at the per session rate.
2. Teachers and administration will provide monthly PD on the common core curriculum 1x a month for 9 months (no cost associated with this activity)..
3. Morningside agency to provide ongoing parent and teacher outreach for two days a week for 10 months through a restorative framework approach with on-site Morningside staff to support teachers throughout the day (no cost associated-through ESI grant).
4. Full time technology assistant and two full time school aides school to monitor student attendance daily (from September –June)-(no cost associated with this activity)..
5. Full time college advisor, social worker, and guidance counselor, and part-time IEP teacher who meet weekly (1x a week for 9 months) support all student progress (no cost associated with this activity) .
6. Administrators and guidance counselors will meet 2x a month for 9 months (no cost associated with this activity).

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an “X” the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF Inquiry Teams	PF NYS Standards and Assessments	x PF Parent Engagement
PF Positive Behavioral Management Programs		PF RTI	PF Supporting Great Teachers & Leaders

Expanded Learning Time (ELT) Program Description

PRIORITY SCHOOLS ONLY

ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

Program Goals

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

- The school community will expose 100% of 9-12 graders who are in attendance, including sub-groups, by June 2014 by having them participate in college readiness and awareness focused workshops and/or seminars at various colleges, universities, and/or by bringing various college representatives to address students during assembly and/or advisory meetings arranged by grades.
- The school will provide multiple opportunities for students to improve their grades through weekly tutoring opportunities, thus resulting in a 2% scholarship increase as evidenced through June Regents data.

Activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal in parts A, B, and C. Enumerate each strategy/activity and its corresponding subsection in parts B and C. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, and C.

A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.

1. Mentoring USA- collaborates with the school as well to provide mentors for 25 selected students after school. The Morningside Agency will be collaborating in the building of the School Culture Teams, to further follow up with the training that the majority of staff has received in Restorative Approaches in meeting students' social/emotional needs. Mentoring meets twice monthly on Saturdays from 10-12. This is being funded through ESI grant funding.
2. Summer School-Summer School credit recovery and Regents preparation mandated for students who have failed classes or Regents exams, who are overage entering the 9th grade for the first time, or who need to retake a Regents exam for all college readiness score of 75 for ELA and 80 for Integrated Algebra. Classes run from 8:00- 1:00 from Monday-Thursday including every other Friday during the months of July and August for a total of 45 hours per class. Students are required to take one class per section, which meets for nine consecutive days from 8:00-1:00pm.
3. Saturday Regents Preparation- All 9th, 10th, 11th, and 12th grade students who are scheduled to take January or June Regents exams will be mandated for all students who failed previous Regents as well as all students who require remediation will be scheduled to attend 7 Saturday Regents Prep days from December-January and again from April- June from 9 am-12pm.
4. Bellerose Assembly of God SAT Preparation- Beginning the middle of October through the second week of December from 3:00-5:00pm on Tuesdays and Thursdays. Occurring two days a week on Tuesdays and Thursdays.
5. After-school Tutoring: Tuesday, Wednesday, Thursdays from 3:15-5:00pm in Algebra, and ELA.

B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.

1. Mentors from Mentoring USA and Morningside Agency guidance counselors, and administration
2. Summer School- Principal, 12 month Assistant principal, teachers, community associate
3. Saturday Regents Preparation-School leaders, NYCDOE certified teachers.
4. Bellerose Assembly of God staff, NYCDOE certified teachers.
5. School leaders, NYCDOE certified teachers.

C. Identify the target population to be served by the ELT program.

1. The target populations that will be served by the ELT program are the lowest third as well as the students who have adequate attendance but are not obtaining credits. In addition, the Saturday Regents Prep class is targeted for the entire student body as a resource to improve Regent results school-wide.

Budget and Resource Alignment

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 st Century	X	Tax Levy		Title I SWP		Title I TA	x	Title I PF		C4E
	Title III		Title I SIG		PTA Funded	X	Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

Community Partnerships

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the Activities section.

1. Mentoring USA- collaborates with the school as well to provide mentors for 25 selected students after school. Mentoring USA works with all students and trained teacher mentors along with program social workers to assist high risk students to make in positive behavior choices through the restorative approach. In addition, the Morningside Agency (also part of the Partnership for Children) will be collaborating in the building of the School Culture Teams, to further follow up with the training that the majority of staff has received in Restorative Approaches in meeting students' social/emotional needs. Mentoring meets twice monthly on Saturdays from 10am-12pm, beginning from September 2013-June 2014.

2. Summer School-Summer School credit recovery and Regents preparation mandated for students who have failed classes or Regents exams, who are overage entering the 9th grade for the first time, or who need to retake a Regents exam for all college readiness score of 75 for ELA and 80 for Integrated Algebra. Classes run from 8:00- 1:00 from Monday-Thursday including every other Friday during the months of July and August for a total of 45 hours per class. Students are required to take one class per section, which meets for nine consecutive days from 8:00-1:00pm. Parents are notified via mail, phone calls and meetings to ensure that students attend classes. Attendance is taken via ATS and is monitored in compliance with DOE regulations.

3. Saturday Regents Preparation- All 9th, 10th, 11th, and 12th grade students who are scheduled to take January or June Regents exams will be mandated for all students who failed previous Regents as well as all students who require remediation will be scheduled to attend 7 Saturday Regents Prep days from December-January and again from April- June from 9 am-12pm. This preparation program is strongly advocated for all students. This program is well advertised and recommended. Attendance is taken and recorded.

4. Bellerose Assembly of God SAT Preparation- Beginning the middle of October through the second week of December from 3:00-5:00pm on Tuesdays and Thursdays. Occurring two days a week on Tuesdays and Thursdays. This program is strongly recommended for all students and although voluntary, attendance is taken and monitored

5. After-school Tutoring: Tuesday, Wednesday, Thursdays from 3:15-5:00pm in Algebra, and ELA. This program is geared for students who are struggling in their Math and ELA classes (for example, the lowest third) and who need assistance with ensuring their success of these two subject areas. Attendance is taken and monitored.

B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.

Under the ESI grant, Morningside Agency, Mentoring USA and Partnership for Children organizes and collaborates with our school to ensure that our highest needs students as well as our at-risk youth have extended and positive behavior interventions to ensure that all students succeed to their maximum potential.

ELT Program Narrative

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.

The ELT program at Excelsior meets the requirements of the state as follows:

- Each program exceeds the minimum 200 hour requirement needed to extend our instructional program of the course of one academic year.
- The program is open to all students. However, there is a concentrated focus on those who are in our targeted subgroups. The goal is serve 50 percent of our students.
- The teachers who administer instruction are NYCDOE content certified teachers.
- Programs are offered in conjunction with a high capacity, high quality community partners.
- Programs are designed to strengthen student social-emotional needs, attendance, academic performance, and ultimately increase the graduation rate.
- Programs are designed to help students to foster health relationships with adults and their peers and to provide a safe and healthy place for student to learn and develop socially.

B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.

1. Mentoring USA- collaborates with the school as well to provide mentors for 25 selected students after school. Mentoring USA

works with all students and trained teacher mentors along with program social workers to assist high risk students to make in positive behavior choices through the restorative approach. In addition, the Morningside Agency (also part of the Partnership for Children) will be collaborating in the building of the School Culture Teams, to further follow up with the training that the majority of staff has received in Restorative Approaches in meeting students' social/emotional needs. The partnership of this three-pronged approach meets the needs of all of our students in ensuring that they are at their emotional best to learn.

2. Summer School-Summer School credit recovery allows students the opportunity to acquire credits for classes failed or to prepare for Regents exams. Additionally, students who are over-aged and under credited are offered the opportunity to attend classes (within the Academic Policy guidelines) and gain credits, thus moving closer towards graduation.

3. Saturday Regents Preparation- Helps students prepare for the Regents exams that they failed or that they will be taking. This program also helps students prepare for exams that they also need to retake to receive a higher score for a chance at an Advanced Regents diploma.

4. Bellerose Assembly of God SAT Preparation- Advertised to 11th and 12th grade students to prepare for the SAT to ensure the highest grade possible to obtain a higher scholarship and college acceptance rate.

5. After-school Tutoring: Provides students with a safe and secure place for students to receive academic intervention in the targeted areas of Math and ELA.

C. Describe how the ELT program will address the unique learning needs and interests of all students.

- Morningside program trains the staff twice weekly using the restorative approach in the classroom that promotes positive school culture and climate. The curriculum Morningside currently uses is "Be the Change" which is taught to all students in the effort to increase student self-awareness and positive well-being.
- Academic Intervention Services which is offered three days of every week assists students using strategies that teachers have aligned with the school's instructional focus and keep the focus of AIS to be engaging so that all students are willing and are avid partners in the learning process.
- Saturday Regents review to address the skills needed for all learners to excel on designated Regents exams.
- After-school tutoring to ensure that students who have questions or concerns related to Math or ELA can find assistance and tutoring through highly qualified NYCDOE teachers.

D. Are the additional hours mandatory or voluntary?

Mandatory

x

Voluntary

E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students' receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.

- Mentoring USA- collaborates with the school as well to provide mentors for 25 selected students after school. Mentoring USA works with all students and trained teacher mentors along with program social workers to assist high risk students to make in positive behavior choices through the restorative approach. In addition, the Morningside Agency (also part of the Partnership for Children) will be collaborating in the building of the School Culture Teams, to further follow up with the training that the majority of staff has received in Restorative Approaches in meeting students' social/emotional needs. The partnership of this three-pronged approach meets the needs of all of our students in ensuring that they are at their emotional best to learn.
- Summer School-Summer School credit is mandated for all students to gain the opportunity to acquire credits for classes failed or to prepare for Regents exams. Additionally, students who are over-aged and under credited are offered the opportunity to attend classes (within the Academic Policy guidelines) and gain credits, thus moving closer towards graduation. Students can take up to four classes per summer school term. Attendance is take via ATS.
- Saturday Regents Preparation- Is mandated for most students. This assists students to prepare for Regents exams that they failed or that they will be taking. This program also helps students prepare for exams that they also need to retake to receive a higher score for a chance at an Advanced Regents diploma. Attendance is taken and monitored. This program is advertised through mail and Phonemaster.
- Bellerose Assembly of God SAT Preparation- Advertised to 11th and 12th grade students to prepare for the SAT to ensure the highest grade possible to obtain a higher scholarship and college acceptance rate. All 11th and 12th graders are highly encouraged to attend, and attendance is taken and monitored.
- After-school Tutoring: Provides students with a safe and secure place for students to receive academic intervention in the targeted areas of Math and ELA. This is geared and advertised for all students, with an extra emphasis on students who are in danger of failing their current Math and ELA courses.

F. Describe how your school is meeting its responsibility to provide interventions for students who need support

services to increase student achievement.

Our school is meeting its responsibility to provide interventions for students who need support services to increase student achievement:

- Summer school offered for 9 consecutive day sessions for students who need to make up credit as per NYS Academic Policy.
- AIS offered three days a week, Tuesdays, Wednesdays and Thursdays targeted for the lowest third.
- Saturday Regents preparation, from December-January and April-June.
- Math tutoring for all 9th and 10th grade students, two days a week from 3-5 pm commencing in June
- Morningside, Partnership for Children and Mentoring USA to provide social-emotional support for all students using the restorative approach.

G. Are you using an ELT provider procured using the MTAC process?		Yes	x	No
--	--	------------	----------	-----------

H. Describe how you are evaluating the impact of the ELT program on student achievement.

Attendance will be captured for all programs and will be monitored to ensure high level of student engagement. Specific attention will be paid to students in the lowest third, under-credited students and students needed to pass Regents exams. Outreach will be made weekly. School leaders will be examining student scholarship reports monthly.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	35 students will receive writing and reading skills reinforcement; Regents preparation, Targeted intervention for students who have 75% attendance but few credits; homework review, study skills, project assistance and make-up assignments.	Small group instruction, one to one tutoring; peer tutoring.	After school three days a week from 2:30-3:07 pm
Mathematics	28 students will receive remediation in math skills; calculator use, study skills, make-up assignments and Regents preparation.	Small group instruction, one to one tutoring; peer tutoring	After school three days a week from 2:30-3:07 pm
Science	21 students receive remediation in science lessons; study skills; make-up assignments; Regents preparation.	Small group instruction, one to one tutoring; peer tutoring	After school three days a week from 2:30-3:07 pm
Social Studies	28 students receive remediation in Social Studies lessons; study skills; make-up assignments; Regents preparation.	Small group instruction, one to one tutoring; peer tutoring	After school three days a week from 2:30-3:07 pm
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	78 students receive pull out intervention services in group or one on one during the AIS time if their schedule does not allow during the day or if they need additional intervention.	Small group; one on one tutoring	During the day or after school

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

- Mentors are assigned to support struggling and unqualified teachers
- Teachers will receive professional development and department support on ICT and differentiation best practices and strategies
- ELL teachers will be scheduled to collaborate with Gen Ed teachers for improved student achievement
- Teachers College providing professional development aligned to ELA Common Core State Standards
- ISA providing professional development aligned to Math Common Core State Standards
- Network to provide ongoing support for teacher team meetings with projects and developing subject wide assessments that align to the Common Core State Standards.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Through Priority funds, academic services and social/emotional services will be coordinated and funded based on mandated city, state and federal government requirements for students in temporary housing, special education students as per their Individual Educational Plans (IEP), ELL's (English Language Learners), and general education students school wide and

funding for parental engagement. All teachers across the disciplines and students will be provided with the textbooks and/or workbooks, materials, supplies and classroom technology needed to implement teaching and learning in the daily operations of a school, through Priority funds. Teachers will continue to demonstrate high performance standards by aligning the data derived from assessments to lesson planning and delivery of instruction, to improve student achievement. Ongoing professional development will continue to be provided with the Teachers' College vendor with Priority Funds, to support teachers in meeting and aligning the state and common core learning standards in ELA and Math. Priority Funding will also be set aside to provide professional development for teachers in and out of the building to ensure professional growth in all disciplines. Priority Funding will also be used to improve student passing scores on the Regents exams by providing regents preparation classes during extended day programs four days after school from 3:15 to 4:15 pm, and on weekends three to four weekends a month from 9:00 am to 12:00 pm. Teachers will also be compensated through Priority Funds, to provide instruction in class and monitor online sessions to provide credit recovery in all subject areas from 3:15 p.m. to 4:15 p.m. Administrators, teachers, guidance and social worker will be compensated through Priority Funds, for attending after school and weekend meetings when necessary to work with students and parents around school wide initiatives to promote student achievement.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

- MOSL team which has decided which performance assessments for student/teacher data.
- Teacher team leaders meet with administration on a monthly basis to review and discuss upcoming formative and summative assessments.
- Professional Development feedback sheets
- Advance charting of teacher observations which will serve as feedback for students

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference by the mandated date
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;

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

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;

- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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.

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 29	Borough Queens	School Number 265
School Name Excelsior Preparatory High School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Lilly N. Lucas	Assistant Principal Hassan Fuller
Coach N/A	Coach N/A
ESL Teacher Rosa Hamlet	Guidance Counselor Katrina Carter
Teacher/Subject Area Stephanie Coleman / ENGLISH	Parent Orin Thomas
Teacher/Subject Area Dimian McKenzie / MATH	Parent Coordinator N/A
Related Service Provider Nycole Sheffield	Other type here
Network Leader(Only if working with the LAP team) Malika Bibbs	Other type here

C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	490	Total number of ELLs	24	ELLs as share of total student population (%)	4.90%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
Dual Language (50%:50%)										0	0	0	0	0
Freestanding ESL														
self-contained										9	7	4	3	23
Push-In										0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	9	7	4	3	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	24	Newcomers (ELLs receiving service 0-3 years)	16	ELL Students with Disabilities	6
SIFE	4	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	5

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	16	3	0	3	0	1	5	1	5	24
Total	16	3	0	3	0	1	5	1	5	24

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										4	1		1	6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian										4	7	2	2	15
French										1				1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	0	0	0	0	0	0	0	0	10	8	3	3	24

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	1	1	0	6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										3	1	0	1	5
Advanced (A)										3	5	3	2	13
Total	0	0	0	0	0	0	0	0	0	10	7	4	3	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									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 (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		3	
Integrated Algebra	12		11	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	5		0	
Physics				
Global History and Geography	7		3	
US History and Government	1		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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tool used to assess early literacy skills will be based on the NYSESLAT Modality Analysis which will determine areas of weakness, which will then determine materials and strategies that can be used to differentiate instruction and improve literacy skills. In conjunction with the NYSESLAT, ELL periodic assessments, LAB-R, RNMR Modality and MOSL performance assessments are reviewed. In addition, students are administered the Bader Reading and Language Inventory to determine their fluency, comprehension, and phonemic awareness to assist in further instruction to target core issues. This data is aligned to the school's instructional focus by allowing the ELL teacher to target core writing with the students based on their overall reading ability. Upon data analysis, showed that there has been improvement in the academic performance of ELLs, but more importantly allows for specific interventions that could be employed for the individual student.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
ELL students' proficiency levels varied. There were beginners, intermediate, and advanced level students based on the various data administered. It was also noted that there were writing deficiencies that were present not only with the ELL population, but school-wide. There has been a decrease noted in many of the students with respect to writing, which is in part why the school's current instructional focus is on writing. Many students showed improvements from moving to beginning to intermediate, or intermediate to advance, and many students progressed over modalities and grade level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?All examinations for ELL students in grades 9 through 12 are taken in English only. Students in grades 9 through 12 are fairing satisfactorily in tests in all content areas, including tests that are given by ESL teacher, ELA and other content area teachers. All tests are given in English. From the school conducting an analysis of the RLAT it was revealed that there are patterns in improvement for Speaking and Reading across grades and proficiencies. We will need to focus on the writing and listening components as there is a slight decrease in scores for 6 students.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is used to determine techniques and materials for students in their areas of weakness. This will also determine the structure of small groups for instruction. The ELL teacher will determine the necessary support for the students which will include assistance from ELA teachers within the school. The ELL teacher and content area teachers meet during inquiry team time to collaborate and discuss instructional strategies which can be incorporated to support the ELL's during the instructional process. These ELL-friendly strategies are expected to increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELL program will be evaluated through the NYSESLAT results, successful credit accumulation as an indicator of classes passed and advancement to the next grade level, Regents examinations passed and graduation rate. In addition, ELLs are further evaluated based on classwork assignments, tests, ongoing formative assessments, and student self-evaluations and

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Students are interviewed by the ESL teacher, , and other teacher members who also speaks the same native language as the student. Home Language Identification Survey (HLIS) is then administered to the parent and child with the assistance of a teacher member who also speaks the same native language. Parents are given the choice of three types of ELL programs-Transitional Bilingual education, Dual Language and Free-Standing English as a Second Language. However, parents are informed that Excelsior Preparatory High School offers only Free-Standing English as a Second Language. If parents would like to enroll in other programs, they are assisted in finding schools which would address their unique needs. The Home Language Identification Survey is explained and is given to the parents to be completed. Assistance is offered as needed. Within 10 days of being admitted to the school, the LAB-R is administered by the ESL teacher. The NYSESLAT is administered as scheduled by the NYSED. The ESL teacher administers the test addressing the four modalities-speaking, reading, writing, and listening. Spanish speaking students are administered the Spanish LAB, also. Languages spoken by fellow teachers include French, Haitian-Creole, and Spanish which assist in the translation if necessary. Parents are notified about the NYSESLAT testing schedule in their native languages and English. ELLs must be placed in the parent's program of choice within 10 days of enrollment. Students are immediately placed in the program of choice currently offered by the school with a full schedule.
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. Parent /student orientation sessions are given where program placement options are presented with clarity in both Home Language and English by qualified teachers during the intake process. ' In order to determine that parents understand the programs, the school provides a parent orientation session where program placement options are presented with clarity and objectivity both in English and the Home Language by the ELL coordinator, Guidance Counselor, and translator as needed. All forms are translated in the Home Language as well. The meeting focuses on orienting the parents to the school system and explains program options. A video is presented in the parent's home language which provides information on the current organization of the Department of Education and thr right to chose educational options, an explanation of city and state standards, the core curriculum, assessments, student expectations, and school program requirements. Parents are also provided with brochures in their Home Language that explains the three program ELL models within the NYC DOE: Transitional Bilinqual Education Programs, English as a Second Language Programs, and Dual Language Programs. Once parents are informed of theses options, parents are given a Parent Survey and program selection form whereby they indicate their program choice which is then indicated in the designated ATS (ELPC) function. During this time, the ESL teacher, Ms. Rosa Hamlet informs the parents and students of the monthly check ins that keep abreast the parent and student improvement of acclimating to the English language as well as entitlement letters. The plan is for all students to achieve higher levels of English proficiency from beginning to ultimately being tested out and deemed proficient in English. Most of our students who entered in as beginners last year moved to advanced and intermediate levels.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].) Once LAB-R test results are received from the NYCDOE, letters are sent via mail and back pack to parents in native languages available. Note that entitlement letters from the LAB-R passed on the hand-scored result in addition to the ATS result. The RNMR report as well as the RFLG are used in conjunction with other ATS reports which are part of the student's permanent

record file. We also follow-up via telephone calls, and monthly letter updates and emails from the ESL teacher, Rosa Hamlet. Letters are generated by ESL teacher. These records are maintained in files by ESL teacher.

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.
Students are programmed according to the LAB-R results. The placement letters and feedback are distributed and maintained by the ESL teacher. The beginners are programmed for three forty-minute ESL classes with the ESL teacher. Intermediate level students will be programmed for two periods of ESL instruction with ESL teacher. Advanced level would be programmed for one period class with an ESL teacher, and one period class of English with an ELA teacher. Mandated time is allotted for students. Placement and entitlement letters are distributed to students and parents in English and in native language. Records are maintained by the ESL teacher and are followed up with monthly charting and record-keeping. The ESL teacher and Principal's secretary updates the ELPC screen in ATS within 20 days. Ms. Rosa Hamlet informs the parents and students of the monthly check ins that keep abreast the parent and student improvement of acimating to the English language as well as entitlement letters. The plan is for all students to achieve higher levels of English proficiency from beginning to ultimately being tested out and deemed proficient in English. Most of our students who entered in as beginners last year moved to advanced and intermediate levels.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each ELL student is administered the NYSESLAT to determine English proficiency. In order to maintain the intergrity of this test administration, security procedures are strictly observed. Test materials are placed in a secure, locked facility when they are received and also after the completion of the day's testing. Someone other than the students' teacher is assigned to administer and score the speaking subtest. The writing subtest is scored by a committee of teachers. No teacher scores more than half of the constructed response question in the students' writing subtest booklet. No ELL teacher nor ELA teacher of the ELL students scores the writing subtest. Based on the administraiton schedule, as a outlined by the State Education Department, the Speaking subtest is administered to students individually at a location separate from other students during the time frame allocated. Any opportunity for make-up tst dates are done during the primary administration period. Steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are first obtained by using the NYSESLAT Exam history report from the data from the RLAT ATS report. Testing will be administered according to the dates set by New York State. Letters are forwarded to Parents in English and in native language to inform parents of the date of the test administration to ensure that all students are present for the test. The ESL teacher will ensure that every student is given the information of the test. Principals and Assistant Principals will also ensure that students are encouraged to take the test. The four components of the test will be administered and guided by New York State's mandatory dates. Students are allowed the time that they need to complete the test following the test mandates.
6. 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.) 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. 
Parent Survey and Program Selection forms reveal that parents requested free-standing ESL at their choice of preference. We will inform parents when Transitional Bilingual Education or Dual Language programs become available at our school, however we will remind them that ESL is still what is offered. The parents of the 24 students who are currently enrolled in our ESL program have not expressed a desire to change their choice of program. If and when 20 or more parents of the same home language request the TBE program, necessary steps will be implemented to initiate such program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. Self-contained
 - b. Homogeneous
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)?

Students are programmed according to classes for mandated periods: beginners have 3 classes per day each week; intermediate have 2 classes per day each per week; advanced have 1 ESL class per day each week and 1 ELA class per day each week

Students are programmed based on their level of proficiency performance as indicated on the RLAT report as measured by the NYSESLAT and LAB-R. Students who are at the beginning level have 3 classes daily every week; intermediate level have 2 classes daily every week; and advanced level have 1 ESL class and ELA class daily every week.
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 foster language development and meet the demands of the Common Core Learning Standards.

All content areas are taught in English, however teachers differentiate instruction to accommodate ELL students. Dictionaries, glossaries, and specific vocabulary for subject areas are also used, and scaffolding techniques. The ESL teacher and the content area teachers meet to discuss students' progress and to assist with techniques of how to work with ELL students. Teachers are also encouraged to participate in workshops and professional development related to quality teaching for English Language Learners. Content areas deliver instruction following the standards for ELL, ELA and the Standards for specific content areas. This is accomplished through the use of a differentiated instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping as well as ensuring that students practice opportunities and expectations for independent applications to help student meet and/or exceed NYS and city standards. Leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues are utilized to provide meaning for instruction and to promote success.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

By evaluating foreign transcripts, by administering the LAB-R, and by utilizing Teachers with the same native language for translation services.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year through assessment in each modality. The ESL teacher administers the test addressing the four modalities-speaking, reading, writing, and listening. Based on testing results that have been analyzed, students are given a learning style survey in which the ELL teacher glean information

on the best modality to introduce to infuse engagement and aligns with one of the four modalities which warrant initial intervention. Because students need to have modalities used within instruction, all will be utilized during the course of ELL and ELA instruction. Students will be given interim assessments which are aligned to the curriculum based on tasks which are aligned to the four modalities. The data from these tasks will be monitored and adjusted for frequent check-ins which will warrant student growth and need for additional strategies and interventions which will assist in preparation for the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. Depends on the ability of the group according to their levels of performance. SIFE students will attend one-on-one tutoring, read aloud activities, phonemic awareness instruction, fluency, spelling, guided reading and writing, modeled writing, shared writing, audio books-listening, pronunciation and reading, visual opportunities through technology and film and the use of manipulatives.

b. ELL students who have not met performance standard in reading and writing will develop reading skills. The school will give language learners many opportunities to read and write in meaningful contexts, in their first and second languages. Draw on effective strategies for increasing literacy skills in their native language, then transfer these skills to learning English. Draw on their background experiences and encourage connections between academic concepts and students' own lives. Help students see the value of being able to communicate in multiple languages. Connect with students' families and culture. Incorporate culture and native language, introduce multicultural literature, and draw on the expertise on community members. Give ELL students opportunities to teach others about their first language and home culture. Use engaging instruction. Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage all learners. Give students opportunities to talk about shared learning experiences. Hands-on experiential learning experiences will develop understanding. Help ELL students connect words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including multimedia, manipulatives, simulations and modeling. Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

c. ELL students have additional after-school help, one-to-one tutoring, and lunch time readings with a teacher or a peer buddy. Students also have the opportunity to participate in extended day activities such as after-school and Saturday Extended Day classes and Regents preparation and tutorial sessions to help them to further acquire the skills and subject content needed to master the Regents examinations. Students and parents participate in individual and group counseling to keep both students and parents abreast of their academic progress as well as graduation requirements. Our instructional program will place additional emphasis on the writing, reading, and listening component. We will establish a successful reading and writing program by implementing the following practices:

-Conducting explicit instruction of skill. Students will write often and use their peers in the classroom as their audience. Students will work with partners to plan, write, and edit and provide ongoing feedback with one another. By examining each other's feedback and work, students will have ongoing opportunities to learn new words, and understand the mechanics of writing.

-Setting classroom protocols. The focus will be on the protocols of writing. Activities will include the understanding of the writing process, rules, and routines of writing and reading comprehension. Students will be taught what to do during the editing stages and conference with one another. Dictionaries and glossaries, and highlighter will be used to facilitate the process. The teachers will manage time within the diverse writing activities but also incorporating writing across the curriculum. There will also be a computer workstation with directions for accessing direct instruction on all the protocols and skills programs, the internet and word processing programs.

-Set high standards for writing. Although we implement all the learning standards in our ELL classes, we also need to challenge every child with an enriched curriculum, which includes direct instruction on all the protocols and skills needed to be a successful writer.

d. Students who are in school less than three years will participate in after-school programs in reading and writing. In addition, students will enroll in Saturday classes. Students and parents will participate in individual and group counseling to ensure their academic success.

e. Long-term ELLs will work with content area teachers, especially ELA teachers. They will work with vocabulary development, reading comprehension and techniques for completing multiple choice questions. In addition, students will work with Guidance Counselor in class placement; meet with students to discuss progress; provide support where necessary to advance within college and

career readiness and master skills needed to graduate, enroll in college, and have a productive career.

7. 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?

Instruction and grade level materials teachers use that both provide academic content areas and accelerate English language development include: Jigsaw reading techniques, Round Robin, Think-Pair-Share, double-entry journals, differentiated instruction, scaffolding.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment includes weekday after-school programs and Saturday programs including the Liberty Partnerships college bound program at St. John's University on Saturdays. Students who are ELL-SWD are enrolled in ICT classes. The lessons are differentiated to meet the individual needs of students. The instructional strategies include cooperative learning, role-playing, the use of modeling, graphic organizers and visuals, concept mapping, vocabulary and language development, guided interactions, scaffolding and the use of computer assisted instruction.

Courses Taught in Languages Other than English *①*

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

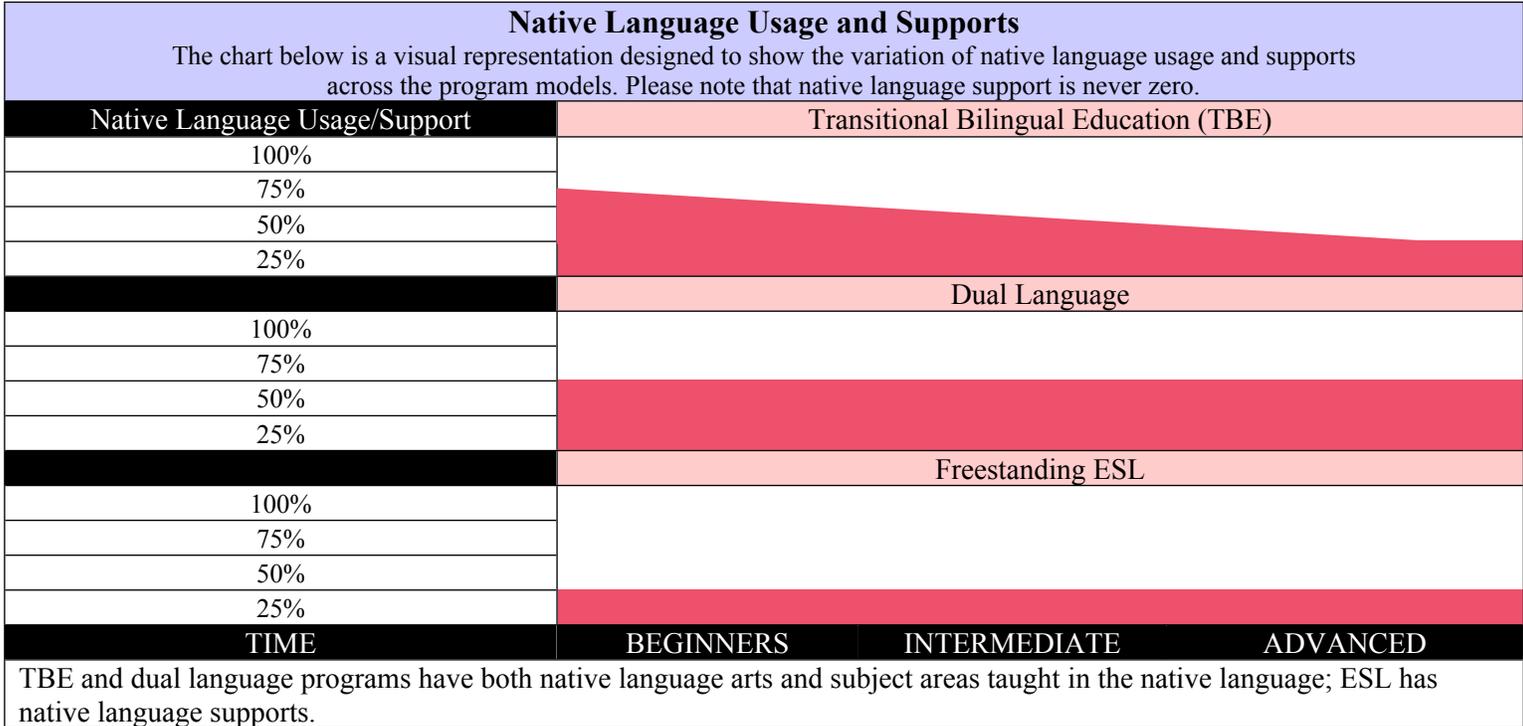
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0

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

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

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

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



B. Programming and Scheduling Information--Continued

9. 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.
- Targeted intervention programs for ELLs in ELA, math, and other content areas include after-school programs, small groups according to individual weaknesses. ELLs meet with content area teachers for individual tutoring: ELA, Math, Social Studies, and Science teachers. Students are selected based on their progress and report-card data. ELL students participate in the After-School tutorials and extended day Saturday Regents review and preparation programs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The success of our program for ELLs are based on graduation rates, classwork, Regents, and NYSESLAT Based on the RLAT data from ATS, we are noting trends, successes, and weaknesses that have to be addressed according to the four modalities and how that data is reflected within current Regent item analysis. The information gathered then is incorporated within cabinet and schoolwide meetings to develop professional development and inquiry around ELL development.
11. What new programs or improvements will be considered for the upcoming school year?
- Planning to offer Saturday classes. The school will also continue to improve the delivery of instruction to support the ELL's in their current content classes so that they will meet and exceed the benchmarkds for the Common Core standards. The data gathered from the benchmark assessments will allow for us to continue Tier One interventions within daily class instruction.
12. What programs/services for ELLs will be discontinued and why?
- None
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students in our school are encouraged to participate in all school programs including sports, clubs, and shows. ELL students are exposed to school-wide advertisements for all programs. ELL students are encouraged to participate in all school activities. Funding sources for extra-curricular school activities include school per-session budget for staff members. The Liberty Partnerships program at St. John's University is a Saturday program that is free to students but is state funded. All after-school activities such as clubs, tutoring, sports, and begin at 3:15 p.m. until 5:00 p.m.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Audio book program entitled "Read 180" is used to assist students in their developing reading skills. This is very suitable for sub-groups since students can work in small groups assisted by the use of the audio system. Works of literature are enforced with the use of video produced materials such as "A Miracle Worker," and "A Raisin in the Sun" in text and in video. Teachers of content area use SMART boards, overhead projectors, and power point presentations, as well as glossaries and specific vocabulary to support ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- The native language support is given through the buddy system where senior ELL students assist incomming ELL students. Encouragement is also given to ELL students by staff members who are native language speakers in other content areas. The TBE and Dual Language programs are not currently offered at this time.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- ELL students are placed in grade levels based on the number of credits earned. Grade and age levels are determined as per the evaluation of foreign transcripts. Required services, support, and resources will be identified as per the needs of each individual ELL student. If necessary, students will be directed to the resource center and other one-on-one tutoring.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Activities for new incomming students include orientation where students will receive information in native language such as important areas in the school building, clubs where students can be assigned to a buddy, and peer tutoring using native language as well as English.
18. What language electives are offered to ELLs?
- Spanish
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Excelsior staff will participate in ongoing, long term targeted professional development with strong emphasis on the Common Core Learning standards, differentiated and academic language development strategies. The majority of the instructional staff members are senior teachers who have met the requirements (7.5 hours to 10 hours) of professional development in ESL methodology. However, in order to keep abreast of the instructional strategies and teaching methodologies of ELLs, teachers have participated in ELL professional development workshops in QTEL. This includes Universal Design for Learning which allows for multiple means of representation, Multiple Means of Actions and Expression and Multiple Means of Engagement. The instructional staff also engages in professional development activities throughout the year that enables them to discuss and incorporate ELL-friendly strategies which will support ELL's in the content areas. These strategies increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments. This ensure that all ELL students remain current in the instructional strategies and techniques to ensure college and career success. The following topics are aligned to our school's instructional focus and align to ELL/SWD student success:

- Academic Vocabulary
- Pre-Comprehension Strategies
- During-Comprehension Strategies
- Post-Comprehension Strategies
- Workshop Model
- Curriculum Mapping
- Looking at Student Work
- Tiered/Layered Curriculum
- Using Data to inform instruction for all
- Q-TEL
- Developing and Improving the Writing Process
- Argumentative Writing
- Counterclaim Evidence
- Collaborative Planning
- Testing Accommodations for ELLS and SWD's during standardized and classroom testing
- Using SESIS as a Resource for All

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents are involved in Saturday workshops where they are given information as to the New York City Secondary Education policies for attendance, graduation, and discipline. Parents are also invited to participate in festive after-school activities by providing donations of food and beverages. Letters of invitations to after-school activities are provided in English and in native languages.
 2. Our Children's First Network 404 (CFN 404) provides workshops and services to ELL parents. Our school collaborates with the CFN to communicate and provide information to parents in English and in native languages regarding dates for workshops and services.
 3. Evaluation of the needs of parents are done during Parent-Teacher conferences, PTA meetings, and continuous outreach during the school year. Parent Coordinators serve as liaisons between parents and the school. Parent Coordinators roles include telephone calls and outreach. Translation services are utilized when necessary.
 4. Parental involvement activities include Saturday workshops, Parent-Teacher conferences, and PTA meetings. Workshops include sessions regarding acclimating parents to the United States education system, graduation requirements, school rules and discipline policies, and hands-on information about how to access student information via online systems.

E. 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.

N/A

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lilly N. Lucas	Principal		
Hassan Fuller	Assistant Principal		
N/A	Parent Coordinator		
Rosa Hamlet	ESL Teacher		
Orin Thomas	Parent		
Stephanie Betts-Coleman	Teacher/Subject Area		
Leightoya Johnson	Teacher/Subject Area		
	Coach		
	Coach		
Katrina Carter	Guidance Counselor		
Malika Bibbs	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **29q265** School Name: **Excelsior Preparatory High School**

Cluster: **4** Network: **404**

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

Part A: Needs Assessment Findings

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

Data and methodologies used to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand includes the following: Home Language Survey, admission interview, Parent-Teacher Conferences, orientation, data, results of LAB-R & NYSESLAT. This information will be sent home to parents in English and in native language by mail and by telephone.

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

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

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

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

Part B: Strategies and Activities

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

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

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

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

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

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

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

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