



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** SCHOOL FOR EXCELLENCE  
**DBN (i.e. 01M001):** 09X404  
**Principal:** CARMEN BARDEGUEZ-BROWN  
**Principal Email:** CBARDEG@SCHOOLS.NYC.GOV  
**Superintendent:** CARRON STAPLE  
**Network Leader:** LAWRENCE PENDERGAST

### 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
Carmen Bardequez-Brown	*Principal or Designee	
Eric Morrow	*UFT Chapter Leader or Designee	
Domingo Rodriguez	*PA/PTA President or Designated Co-President	
Joan Allers	DC 37 Representative, if applicable	
Pamela Salazar Lionel Kiki	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Luz Romano	Member/ Parent	
Fode Conte	Member/ Parent	
Guillermo Castro	Member/ Teacher	
Steve Bernstein	Member/ Assistant Principal	
Amanda Gonzalez	Member/ Parent	
Eulalia Vinas	Member/ Teacher	
	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.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- 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.
- 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 CEP 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 CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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).
- 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.
- Describe the programmatic details 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 located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

School will implement a system of literacy interventions. In order to increase the ELA Regents passing rate for students who fall into the Black/African American or Hispanic/Latino state accountability groups.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Regents results and Graduation rate.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

1. The school adopted the 7 Habits of Good Reader and uniformed methods of annotation and the writer's process to be implemented across the curriculum.
2. The school purchased researched based literacy program such as Read 180 to support the needs of students that are struggling with literacy issues.
3. All department adopted discipline specific literacy strategies.
4. The school hired two literacy coaches to provide one on one as well as entire staff professional development to integrate literacy strategies that support English Language learners and Special Ed. Students.
5. The school will implement a system of reading assessment SRI in order to establish effective reading goals for every single student.
6. The school purchased the School Improvement Network PD 360 in order to support the individual professional needs of each teacher.
7. The school hired an Assistant Principal of Instruction in order to support the instructional needs of the school teachers.
8. The school acquire level 1-4 of the Rosetta Stone in English and Spanish.

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

1. Two literacy coaches
2. Assistant Principal of Instruction

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

1. Students that score 1 or 2 on the 8<sup>th</sup> grade ELA Exam.
2. Students identified as Beg and intermediate on the NYSESLAT.
3. Students that score below 65 on the ELA Exam.

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

1. October 2013- June 2014

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

1. The use of technology such as SRI, Read 180, Rosetta Stone , PD 360.
2. After school and Saturday school program.

### **Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

There is a school web site that parents can access to see students assignments and literacy strategies (7 Habits of a Good Reader, Annotation methods, Writer's Process steps) being implemented in each class. Parents of ELL students are invited to come into school for Saturday sessions for help with learning the English language and to expose them to the work their children are doing using these strategies

### **Budget and Resource Alignment**

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

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

### Goal and Action Plan #2

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 The school will implement the College Summit program in grades 9-12.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.  
 The school identified the number of seniors that were accepted and enroll in two and four year College programs and Universities. In addition, the school review the data from the Progress Report and the CUNY report : "Where are they Now?"

**Instructional Strategies/Activities**

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**
    - 1. Writing college applications, personal essays, researching entry requirements, surveying possible majors and focus for possible future college studies.
  - B. Key personnel and other resources used to implement each strategy/activity**
    - 1. The school hired a consultant to be a college advisor and follow the college summit curriculum. She oversees the college summit classes and monitors student progress. Guidance counselors assist in the process.
  - C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
    - 1. 12<sup>th</sup> Grade Seniors. Number of students who are accepted to a 2 and 4 year schools. The school reviews the data from the Progress Report and the CUNY report.
  - D. Timeline for implementation and completion including start and end dates**
    - 1. From the start to end of the school year.
  - E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
    - 1. There is a college summit curriculum and student workbook.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).  
 The College Summit consultant and guidance counselors keep parents informed about their students' progress in the program. There is a series of workshops to keep parents informed. Parents are invited to schedule appointments with the guidance counselors and College Summit consultant to discuss their specific child's progress in the process.

**Budget and Resource Alignment**

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

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

### Goal and Action Plan #3

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.  
 Develop the staff's ability to create a positive learning environment and school culture that is conducive to academic achievement while supporting students' social and emotional needs by implementing Restorative Justice Discipline practices.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The school identified analyzed the suspension data for the past three years and the social and emotional need of our student population. In addition, the school analysed the data provided in the school survey.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

1. Peer mediation sessions that focus on conflict resolution. Peer mediation training for students to assist in the peer mediation process.

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

1. The parent coordinator is the point person for the Restorative Justice program. Students that are certified peer mediators run mediation sessions

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

1. Suspension rates of students.

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

1. Runs throughout the school year and during summer school. New students are trained to become certified mediators each year.

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

1. Peer mediation training occurs once per week. Students practice with mock mediations and learn conflict resolution strategies.

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

**Budget and Resource Alignment**

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

School will implement a system of intervention in order to support the student's mathematical skills. School will purchase Thinking Through Math Software and use it with all 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grade students. In collaboration with our Network, we will schedule Math Professional development opportunities for teachers including , Inter-visitation with model math classes in Network schools and professional development workshops in order to increase the passing rate for students who fall into the Black/African American or Hispanic/Latino state accountability groups.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

The school failed to achieve AYP in Math. In addition, we analyzed the data from the Regents results.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. 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**

1. School purchased the Think Through Math software.
2. Department Literacy Strategies.

3. Adapt the Engage New York modules.
4. Network sponsored inter-visitations.
5. Network coaching support .
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Math teachers and lap top computers.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. The lowest third percentile of students in Math. The program calculates and measures student progress. There is an assessment element in the software that students take at the beginning and end of year which calculates their grade level math performance.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Throughout the school year and summer school.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Students use school lap tops to log in to the program. The work they do is customized for their skill levels. Students win points to motivate their performance and maintain their interest

**Strategies to Increase Parental Involvement**

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
Parents can access the program and see their child's progress on any computer. The web site is listed on the school web site.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>	<b>x</b>	<b>Title III</b>		<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
Continue to develop system of data analysis in order to improve instructional practices and increase the college readiness for all of the students.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
Teachers and students need to know the areas of strengths and weaknesses that are exposed in teacher diagnostic and Regents assessment tests in order to more effectively inform instruction.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1. Departments run line item analyses using the scantron machine and a data analysis program. This identifies common trends in individual and groups of student performance. Teachers identify areas of instructional need for students.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1. Regents prep teachers, department heads. Scantron machine and data analysis software.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Student performance on diagnostic tests, mock Regents and Regents tests.
<b>D. Timeline for implementation and completion including start and end dates</b>
1. Diagnostics are given at the start and end of each school year. Line item analyses are created for each assessment given.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>

1. Scantron machines, data analysis software, teachers review data in departments and share information. They identify skills individuals and groups students are weak with and differentiate instruction accordingly.

***Strategies to Increase Parental Involvement***

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Teachers conference with parents to keep them aware of their child's instructional needs.

***Budget and Resource Alignment***

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

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

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### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Tutoring Read 180 Literacy course System 44 Literacy course Credit Recovery Summer school Teacher and parental Conferences Weekly Progress reports Positive Reinforcement letters Telephone Master conference and announcement SAT prep Advisory and Communication Arts College Presentations, College Trips, College Fairs, Parent Coordinator College Summit Assemblies and Celebration of Improvement events	Individual and small group classes.  Family and Teacher teams Family and Guidance Counselors Parent Coordinator	Before school with hot breakfast served. During the lunch period with hot lunch delivered. After school with snacks provided. Saturday with snacks provided..
<b>Mathematics</b>	Tutoring Think Through Math software Program Credit Recovery Summer school Teacher and Parents Conferences Weekly Progress Reports Positive Reinforcement letters Telephone Master conference and announcement SAT prep	Individual and small group classes Family and Teacher's teams Family and Guidance Counselors Family and Parent Coordinator	Before school with hot breakfast served. During the lunch period with hot lunch delivered. After school with snacks provided. Saturday with snacks provided.

	<p>Advisory and Communication Arts  College presentations,  College trips, College fairs  Parent Coordinator  College Summit  Assemblies and Celebration of  Improvement events</p>		
<p><b>Science</b></p>	<p>Tutoring  Think Through Math software Program  Credit Recovery  Summer school  Teacher and Parents Conferences  Weekly Progress Reports  Positive Reinforcement letters  Telephone Master conference and announcement  SAT prep  Advisory and Communication Arts</p>	<p>Individual and small group classes  Family and Teacher's teams  Family and Guidance Counselors  Family and Parent Coordinator</p>	<p>Before school with hot breakfast served.  During the lunch period with hot lunch delivered.  After school with snacks provided.  Saturday with snacks provided.</p>

	<p>College presentations, College trips, College fairs Parent Coordinator College Summit Assemblies and Celebration of Improvement events</p>		
<b>Social Studies</b>	<p>Tutoring Think Through Math software Program Credit Recovery Summer school Teacher and Parents Conferences Weekly Progress Reports Positive Reinforcement letters Telephone Master conference and announcement SAT prep Advisory and Communication Arts College presentations, College trips, College fairs Parent Coordinator College Summit Assemblies and Celebration of Improvement events</p>	<p>Individual and small group classes Family and Teacher's teams Family and Guidance Counselors Family and Parent Coordinator</p>	<p>Before school with hot breakfast served. During the lunch period with hot lunch delivered. After school with snacks provided. Saturday with snacks provided.</p>
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>School Based Montefiore Clinic provides free health care 5 days a week Two Guidance Counselors One Health Coordinator Parent Coordinator</p>	<p>Individual groups and classes.</p>	<p>Including but not limited to graduation requirements, time management, conflict resolution, decision making, health issues, and career development</p>



**Title I Information Page (TIP)  
For Schools 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.
Our school Network CFN 603, have assisted the school in the creation of a Professional development program that supports the school's instructional needs based on the information provided by the data of the Quality Review, DYOs, Regents Item Analysis, Learning Environment Survey and Report Card. This campus collaboration also includes an ongoing system of inter-visitations. Our school also has hired the services of Educational consultants to provide instructional support for our teachers in the following areas: Literacy, Special Ed and English Language Learners.
Our teachers meet every week in Departments as well in grade teams. In addition, we conduct 90 minutes general staff meetings twice a week.

**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).
Professional Development calendar
General Staff Meeting
2013-2014
Best practice Presentations focus on the use of Department specific literacy strategies.
Every staff meeting starts with a 15 minutes Sharing of Best practice
October 9. Danielson Instructional Framework
November 5 Literacy, Technology
November 20 Special Ed. Multiple Intelligences
December 11 Project Based Assessments
and Regents Test Taking Skills
January 8. Same as December 11
February 12 Integration of Arts strategies in the classrooms
March 5 Sharing project based interdisciplinary projects

April 9 Technology

May 14 Project Based Assessments and Regents test taking skills.

June 5 Project based assessment and Regents test taking skills

June Performance Based Assessment

**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.).

Title I fund is consolidated.

**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.

All teachers participate in Grade and Department meetings. Each department and grade team is led by a teacher /leader. The team leaders are members of the school Instructional team.

**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.

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**Parent Involvement Policy (PIP) Template**

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

**Parent Involvement Policy**

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

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

### **I. School Responsibilities**

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

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;  
Implementing a curriculum aligned to the Common Core State Learning Standards;
- Offering high quality instruction in all content areas;

- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- Supporting parental involvement activities as requested by parents;

- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

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.

#### **IV. 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;
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- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

#### **V. 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;
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- 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;

#### **VI. 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.

**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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>404</b>
School Name <b>School For Excellence</b>		

### B. Language Allocation Policy Team Composition 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 <b>Carmen Bardequez-Brown</b>	Assistant Principal <b>Jeff Houston</b>
Coach <b>Martin Kelly</b>	Coach <b>Halima Toure</b>
ESL Teacher <b>Ronald McCormack</b>	Guidance Counselor <b>Richard Goodwin</b>
Teacher/Subject Area <b>Ivan Rozon/Special Ed.</b>	Parent <b>Domingo Rodriguez</b>
Teacher/Subject Area <b>Jose Lopez/English</b>	Parent Coordinator <b>Lenny Perez</b>
Related Service Provider <b>N/A</b>	Other <b>Eulalia Vinas/ Spanish</b>
Network Leader(Only if working with the LAP team) <b>Lawrence Pendergast</b>	Other <b>type here</b>

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>399</b>	Total number of ELLs	<b>113</b>	ELLs as share of total student population (%)	<b>28.32%</b>
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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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
self-contained										2	2	1	0	5
Push-In										1	1	0	0	2
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	3	1	0	7

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	5	ELL Students with Disabilities	34
SIFE	8	ELLs receiving service 4-6 years		Long-Term (completed 6+ years)	

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	32			17			64			113
Total	32	0	0	17	0	0	64	0	0	113

Number of ELLs who have an alternate placement paraprofessional:

### 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										30	31	30	22	113
<b>TOTAL</b>	<b>0</b>	<b>30</b>	<b>31</b>	<b>30</b>	<b>22</b>	<b>113</b>								

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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
SELECT ONE									0	0
<b>TOTAL</b>	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:	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										27	27	29	21	104
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	4	1	1	9
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	30	31	30	22	113

## 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)										5	7	5	0	17

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)										5	7	6	4	22
Advanced (A)										14	5	3	6	28
Total	0	0	0	0	0	0	0	0	0	24	19	14	10	67

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	25			
Integrated Algebra	50			
Geometry	0			
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	40	25		
Physics	0			
Global History and Geography	40	25		
US History and Government	30	25		
Foreign Language	0			
Other				
Other				
NYSAA ELA	0			
NYSAA Mathematics				
NYSAA Social Studies	0			
NYSAA Science				

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

### 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 Lab-R. The SRI in Read 180 for English. To measure their Spanish literacy our native language teachers of those students evaluate a writing assessment designed to measure the students' literacy skills. In addition, those ELLs who have an IEP have been tested through their annuals. The data tells us that many are below reading level (3<sup>rd</sup> or 4<sup>th</sup> grade) in their own language. We have trained 6 of our teachers in Q-tel. The entire teaching staff participated in the International Schools PD and we have hired two literacy coaches.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Incoming 9<sup>th</sup> graders are coming in at advanced levels and older new students are coming in at beginners 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](#))  
Programming. Teachers need support through staff development which is provided individually.
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?
  - A. The students test better in their native language
  - B. To make plans for the class and for the after school program
  - c. That we need to conduct more PD and support intervention with the International schools
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](#).)  
Paste response to question here:
6. How do you make sure that a child's second language development is considered in instructional decisions?  
Teachers adapt their lessons to support the language needs. Eg. : Texts in Spanish, Aim in Spanish
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?  
Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Graduation and passing the NYSESLAT

## 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](#).)  
LAB-R:  
Our Parent Coordinator works collaboratively with the school guidance counselor and ESL teacher to administer the HLIS, informal

oral interviews are conducted in the school guidance suite. The formal initial assessment is conducted in the school library by our ESL teacher.

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.  
Our Parent Coordinator meets with parents and review all the different modalities .
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].)  
Parent coordinator meets and distributes letters and entitle letters to all new parents.
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.  
After consultation with the parents we assess the student's language and academic needs and create a program that supports them.
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.  
Upon consultation with our ESL teacher and a detail analysis of the student's academic performance we create a schedule and then followed it.
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. ⓘ  
Parents decide to stay in our school because they believe that our Literacy program supports their child academic and language needs. In addition, the students demonstrate continuous academic improvement.

## 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])?

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

1

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)?

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

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.

The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans. In the ELA class, all instruction is in English. In addition, all written products of students are expected to be in English and students are encouraged to speak only in English. Of course, appropriate sheltering techniques based on QTEL are used in these classes. However, if with all of this support a student is really struggling to express him or herself, translation assistance by another student or the teacher are provided. The goal is to challenge students to practice their English while allowing them to feel as if they can express themselves and feel as if their native culture and language are respected. For the beginners, the ESL teachers use the following resources to develop a curriculum: English Structure Practice, Sensational Sentences, Puzzle Paragraphs, Cake Looks Great (ESL reader) and Phonice for Older Students.

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Currently we have 113 ELLs; they range in skill levels from beginner to advance. All but twelve come from Spanish-speaking

households. Based on the results of the spring 2013 NYSESLAT Exam most of the ESL students at SFE scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. This is partially explained by the fact that the large majorities of our ELLs are Long Term ELLs and have been receiving ESL or bilingual services for 6 or more year. They are orally proficient in reading but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area classroom. In addition, we have a few ELLs who are not yet orally proficient in English whose needs are somewhat different than the Long Term ELLs and other ELLs who are already proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs of a wide range of student language proficiency.

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

We also have self-contained ESL classes. Students are programmed for the class based on their skill levels from the NYSESLAT and in-school assessments.a. After a student is identified as SIFE, we schedule ESL teachers to provide three periods a week for homework help and content assistance. These classes are used to help students understand the content and keep up with the work of their core content classes. ESL teachers interact with content teachers to see which students need the most help in various subjects.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Principle One: A Coherent Language Policy

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

#### Principle Two: Academic Rigor

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

#### Principle Three: Use of Two Languages

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

#### Principle Four: Explicit ESL and ELA Instruction

The ESL and content teachers plan together to ensure that ESL methodologies are infused throughout the curriculum; this

includes scaffolding techniques, strategies to make academic literacy explicit throughout the content areas, as well as infusing language functions and structures into lesson plans.

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

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

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

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

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

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

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?

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

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

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

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

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?

Students who have tested out of ESL and are deemed proficient by the NYSESLAT continue to be programmed as part of the

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

**Courses Taught in Languages Other than English **

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

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

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

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

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

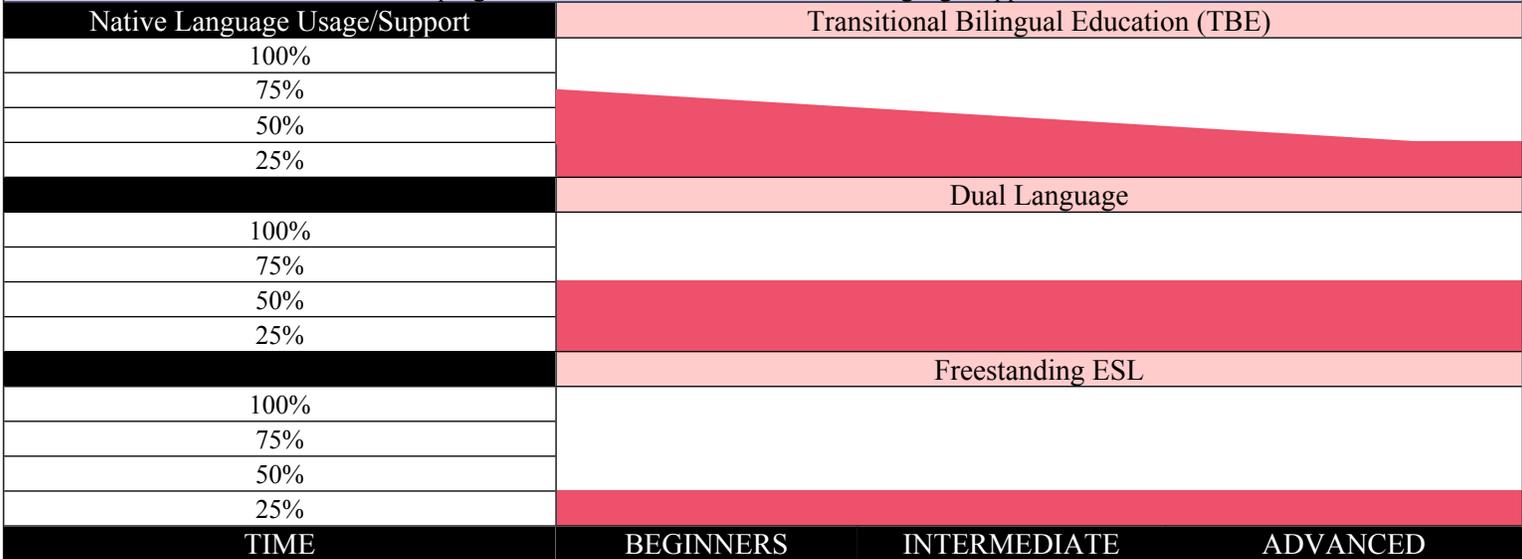
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

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.

We provide a variety of intervention services.

After-school and Saturday tutoring will be available for all ESL students, grades 9-12, in all content areas including Global History and Geography, United States History and Government, Integrated Algebra, Geometry, and Living Environment. The students will be prepared for New York State Regents examinations. The goal is to improve language skills and content understanding to ensure success on state examinations. After school tutoring began October 1, 2013, and will run through June 2014. Struggling students are mandated to attend Saturday and/or PM school in order to make up for deficient credits and skills. All students are welcome to attend Saturday school if they feel that they can benefit from the extra help and instruction.

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

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

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All our ELLs are getting the mandated number of minutes per week. We offer after school and Saturday school programs.

11. What new programs or improvements will be considered for the upcoming school year?

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

12. What programs/services for ELLs will be discontinued and why?

No programs that are offered are being discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

The Spanish classes provide differentiated instruction that supports the needs of the different levels of English Language Learners.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Lower grade levels receive additional language support through the Saturday school and after school programs. As fluency is increased these interventions are minimized. Read 180 is an additional support for 9<sup>th</sup> and 10<sup>th</sup> graders.

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.

There is a summer orientation program for new entries. There are language support classes offered throughout the summer

18. What language electives are offered to ELLs?

There is a poetry elective available for ELL's.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. 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)?

Paste response to questions here:

### 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.

P 1. Our fulltime ESL teachers are fully certified in TESOL. In addition, one of them has attended QTEL workshops, and another teacher has attended extensive UFT workshops on supporting ELLs to pass the English Regents. One ELA teacher has also attended QTEL workshops. After the workshop this teacher then presents, to all staff (ast. principal, guidance, paraprofessional, all teachers and parent coordinators) at the weekly staff meeting to share the information he received at the workshops. In addition, an on-going collaboration with the Research Institute for the Study of Language and Urban Society provides teachers working with ELLs on-going support for how to infuse literacy throughout the curriculum and how to plan for language functions.

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

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

4. Our professional development is done through our weekly staff meetings. The professional development workshops are led by our coach Martin Kelly. The workshops are cover the areas of content, rigor, process and product.

## 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?

P 1. Parents and families of students in the School For Excellence, are provided with opportunities to participate in Parents Association, the School Leadership Team, and parents educational activities that relate to building strong home/school partnerships, family literacy, family math, workshops which promote an understanding of performance standards and the new promotional criteria, the parent volunteer program, and accessing the services of community resources. We have numerous spanish speaking members of our staff that can communicate with parents or translate for staff that do not speak spanish.

To encourage parent involvement at SFE we:

conduct yearly Parent's Association elections for Executive Board members;

conduct monthly Parent's Association meetings;through the School Leadership Team develop a plan for increasing teacher's ability to effectively involve parents in their children's education;

hold orientation meeting to present the overall goals of our school, as well as specific grade/class goals;

conduct outreach activities and training parents;

distribute all notices in English and Spanish;

provide resources for family outreach to assist and inform parents, and involve them in the school community;

encourage parents to network with each other and to communicate with school staff;

maintain a school bulletin board to provide parents with information related to parent meeting/event and to their children's education programs;

meetings are scheduled at various times during and after the school day to accommodate parents;

Parent contact will be made through monthly calendars, letters and phone calls to inform of school's instructional programs and performance standards, student assessments and summer programs. Parents can also keep up with their children by utilizing the new Skedula website.

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

3. We evaluate the needs of parents by inviting them to the school for a variety of functions and reasons, calling them on the telephone, and asking what services would be helpful for them. We do extensive outreach with the families of our students. Our parent coordinator, Mr. L. Perez, surveys our parents by phone, over the summer we sent out surveys to parents and at Parent Associatin Meetings asking them what topics they would like to focus on. For example, for this school year, 2013-2014, parents decided on College and Career Readiness as the main topic. We have now implemented that request of these parents and their children so they (both parent and child) have a better understanding of the college and career needs for the 21st century. All letters and materials are translated.

4. Translators are available at all parent meetings.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name: School For Excellence**

**School DBN: 09x404**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carmen Bardeguez-Brown	Principal		12/6/13
Jeff Houston	Assistant Principal		12/6/13
Lenny Perez	Parent Coordinator		12/6/13
Ronald McCormack	ESL Teacher		12/6/13
Domingo Rodriguez	Parent		12/6/13
Eulali Vinas	Teacher/Subject Area		12/6/13
	Teacher/Subject Area		12/6/13
Martin Kelly	Coach		12/6/13
	Coach		1/1/01
Richard Goodwin	Guidance Counselor		12/6/13
Lawrence Pendergast	Network Leader		12/6/13
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 09X404 School Name: School for Excellence

Cluster: 6 Network: 603

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

- A. The parent coordinator, Lenny Perez, houses the translated versions of the Bill of Parent Rights and Responsibilities and are accessible to any parent that comes into the school.
- B. At the front entrance of the school, Boston Road and 166 street, there is displayed translated signs for parents/guardians to see upon arrival to the building.
- C. Provide parents with direct cell phone numbers of the bilingual administration, Guidance Counselor, Richard Goodwin, and bilingual parent coordinator Lenny Perez.
- D. More than 25% of our students' parents speak Spanish as their primary language. All mailings, phone calls and memos sent to parents are

translated into Spanish.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

### Part C: Professional Development

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

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

Begin description here:

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

## Part C: Professional Development

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

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

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

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

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

## Part D: Parental Engagement Activities

## Part D: Parental Engagement Activities

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

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

Begin description here:

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

To encourage ELL parents involvement at SFE we:

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

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

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

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

**Part D: Parental Engagement Activities**

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

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

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

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