



2014-15
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

29Q265

School Name:

EXCELSIOR PREPARATORY HIGH SCHOOL

Principal:

LILLY N. LUCAS

School Comprehensive Educational Plan (SCEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan (CEP)

Section 4: SCEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: EXCELSIOR PREPARATORY HIGH SCHOOL School Number (DBN): 29Q265

School Level: High School Grades Served: 9-12

School Address: 143-10 Springfield Blvd, Queens, NY

Phone Number: 718-525-6507 Fax: 718=525-6276

School Contact Person: Brandy Nathan Email Address: Bcolema@schools.nyc.gov

Principal: Lilly N. Lucas

UFT Chapter Leader: Nick Rimpici

Parents' Association President: Orin Thomas

School Leadership Team Chairperson: Lilly Lucas

Student Representative(s): Traynee Martin, Andrew Thomas

District Information

District: 29 Superintendent: Donald Conyers

Superintendent's Office Address: 6565 Flatlands Avenue, Room 104B Brooklyn, Ny 11236

Superintendent's Email Address: dconyers@schools.nyc.gov

Phone Number: 718-968-4100 Fax: _____

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Chris Groll

Network Number: 404 Network Leader: Malika Bibbs

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in [blue ink](#). If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lilly N. Lucas	*Principal or Designee	
Nick Rimpici	*UFT Chapter Leader or Designee	
Orin Thomas	*PA/PTA President or Designated Co-President	
Renee Dailey	DC 37 Representative, if applicable	
, Andrew Thomas	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Helen Rodney	Member/ Parent	
David Scantlebury	Member/ [PTA Vice President	
Pam Miller	Member/Teacher	
Leightoya Johnson	Member/ Teacher	
Rockeia Graham	Member/ Teacher	
Teashia Williams	Member/ Parents	
Traynee Martin	Member/ Student	
	Member/	

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

Section 3: Directions and Guidance for Developing the School Comprehensive Educational Plan

The School Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and SCEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

administrators value each other.

Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.

Excelsior Preparatory High School is a small school of about 494 students located in Springfield Gardens section of Queens. Excelsior Preparatory High School's student population is predominantly black with an ELL population of 24 and students in a least restrictive environment population of 44.

All members of our school community are charged with preparing students for life post high school. We believe our students will have the greatest advantage if their social, emotional, critical thinking and problem solving skills are highly developed. In order to align the work around engaging our students with our goals, our mission is to provide our students with a "Rigorous, academic, college preparatory experience with an emphasis on the S.T.E.A.M (Science, Technology, Engineering, Arts and Mathematics) program while nurturing our students' social, cultural and athletic skills." We believe that educating our students in our S.T.E.A.M. program prepares them for life regardless of the profession they choose. In order to make sure this intent is translated into daily student learning our instructional focus is: "Writing across the disciplines using evidence to support claims, generate hypotheses, pose arguments, and solve real world problems."

Excelsior is one of 12 public schools in New York city that offers access to the Gateway Institute for Pre College Education. Our Gateway population of students receive early access to college readiness through this program in collaboration with city college. Gateway is specifically geared toward preparing students for career in the S.T.E.M fields. The funding that Gateway provides allows students to go on college trips for dramatically reduced prices from the ninth grade. The rigor of the courses that Gateway students are exposed to gives them access to enrichment programs with institutions such as NYU Columbia and Cornell Weill medical center. These students are also able get on the spot admissions to various universities due to how well they are prepared for college with the help of Excelsior Gateway.

Another of Excelsior's strengths is its teacher teams. Teachers at Excelsior are seen as continent specialist and work collaboratively to tailor instruction to meet the needs of all students. Teachers use data to inform strategic adjustments in curriculum, delivery and content matter that will best enable students to achieve mastery. This year's instructional focus emphasizes writing across the curriculum specifically using appropriate evidence to support claims/hypothesis. This focus aligns with the CCLS and allows teachers to create and implement school wide strategies such as our P.A.C.E initiative that focuses on students using evidence to back up claims in all subjects.

One challenge we face as a school is that our college and career readiness index shows that while we are graduating some 80% of our students, they are not all college ready. To increase our college and career ready index we have begun to offer regents prep to students who need to retake the algebra and English regents. We are also encouraging newly eligible students to take college now courses. We currently offer free SAT prep to students as an after school program. It is our hope that with the implementation of these programs students will be better for the challenges of college and career.

29Q265 School Information Sheet Key

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	493	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	7	# Music	5	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	68.7%	% Attendance Rate		88.4%
% Free Lunch	68.1%	% Reduced Lunch		10.8%
% Limited English Proficient	4.8%	% Students with Disabilities		18.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		83.3%
% Hispanic or Latino	10.0%	% Asian or Native Hawaiian/Pacific Islander		4.0%
% White	0.6%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	4.28	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		3
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		18.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		10.04
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	76.4%	Mathematics Performance at levels 3 & 4		87.0%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	76.6%	% of 2nd year students who earned 10+ credits		82.5%
% of 3rd year students who earned 10+ credits	76.6%	4 Year Graduation Rate		85.1%
6 Year Graduation Rate	84.4%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:	
1.	For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
2.	For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.	E
3.3	Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content.	E
3.4	The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.	E
3.5	The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.	E

Part 1b. Needs/Areas for Improvement:	
1.	Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u> eveloping and <u>I</u> neffective.
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

On May 7th of 2014 our school had a Priority and Focus School Quality Review (PFQR). The PFQR provided commendations and recommendations which were aligned to the six DTSDE tenets. The quality review commended our strategies and practices around tenets 1.3, 4.1, and 4.2 which involved our strategic use of budget, teacher support and our collaborative culture. The PFQR also identified Tenets 1.1, 1.2 and 2.2 as areas in need of improvement. The PFQR’s recommendations suggested the following critical attributes would provide evidence that our strategies and practice are gauged as effective to highly effective:

- 1) Enhance the accessibility of higher order thinking skills and rigorous tasks across curricula so that all students demonstrate their thinking and demonstrate college and career readiness across classrooms. (1.1)
- 2) Establish consistency in teaching practice across all classrooms to include strategic multiple entry points and supports so that all students are cognitively engaged in high levels of participation and thinking as demonstrated by meaningful work products.(1.2)
- 3) Increase the use of ongoing checks for understanding so that teachers meaningfully modify instruction at the classroom and teacher team levels, to meet the learning needs of students, including English language learners and students with disabilities.(2.2)

These suggestions were integrated into our annual goal below

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 30% increase in student performance against selected standards of the subject specific MOSL exam rubrics

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Subject specific MOSL exams will be given to all students over a 4 day period in October (October 6, 2104-October 9, 2014)	All Students	October 6, 2014-October 9, 2014	All teachers and administration
MOSL exams will be graded and student assessment data will be aggregated to discover trends in student performance.	All students	October 13, 2014	Teachers and data administrator
Inquiry Team and Grade Team leaders will meet 3 to 4 times a week to: <ol style="list-style-type: none"> 1) Analyze student assessment data 2) Identify the standards across the subjects that student did poorly in via item analysis 3) Select target population (students in the lowest third who have 85% or higher attendance). The target population may change depending on the findings from our item analysis 4) Develop and implement instructional strategies to address the selected standards 5) Monitor student performance by analyzing student work during grade team meetings and professional development workshops. 6) Administer mid-year MOSL exam March 18, 2015- 7) Repeat steps 1-4 8) Administer final MOSL exam by the third week of May 	students in the lowest third who have 85% or higher attendance	October 19, 2014-May 2015	Grade Team Leaders, Inquiry Team Leaders, Teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

All teachers, grade team leaders, inquiry team leaders, data administrator, school net, Microsoft excel, per session, supplies

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

1. Student performance on the mid-year MOSL exam will serve as our mid-point benchmark.
2. Between December 2014 and March 2015 student work aligned to the standards of the MOSL exams will be analyzed to gauge student progress.

Part 6b. Complete in **February 2015.**

- | | | | | | |
|--|--|-----|--|--|----|
| ➤ Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | | No |
| ➤ If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | | |
| | | | | | |

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:

3. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
4. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students.	E
5.4	All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.	E
5.5	The school leader and student support staff work together to develop teachers' ability to use data to respond to students' social and emotional developmental health needs, so students can become academically and socially successful.	E

Part 1b. Needs/Areas for Improvement:

5. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
6. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

This academic year our 9th graders are mandated to take the Common Core exams in ELA and Math. It is imperative that parents are informed about these College Career Readiness Standards so they could support their children externally.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

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

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:

1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change
2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student

Target Group(s)

Who will be targeted?

Timeline

What is the start and end date?

Key Personnel

Who is responsible for implementing and overseeing the activity/strategy?

subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust			
Strategy-School will provide strategic outreach that will maximize increased parent attendance for school and community related events. 1. Activity- guidance counselors will schedule five meetings throughout the school year for parents and caregivers on the common core curriculum partnerships, relationship building between school and family.	Parents	October 2014-May 2015	Guidance Counselors
2. Activity-guidance counselors will assist parents to complete three self- reflections regarding their knowledge on the common core curriculum.	Parents	October 2014-May 2015	Guidance
3. Activity-administration and guidance will schedule at least 6 parent and school meetings for example: Grade Team Meetings, Curriculum Night, Title One Parent meetings, and PTA meetings. In addition, parents of students who are most at risk will be invited to a series of four workshops which will target community	Parents	October 2014-May 2015	Administrator, Guidance Counselors, Grade Teams
4. Activity-Guidance counselors and school staff will to provide access and resources (Skedula) to be made available to parents on a daily basis to monitor student progress. 5) Activity-Guidance counselors and administration will identify needed areas of improvement and make once weekly continued outreach for parent support (mailings, phone master, Skedula, etc.) to increase parental involvement, with particular attention to students who are high risk. 6. Activity-Social worker and guidance schedule on an as needed daily parent meetings to accommodate all parents for student progress and feedback	Parents	October 2014-May 2015	Teachers, Guidance Counselors, Computer Technician

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 1) Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 2) Specify a timeframe for mid-point progress monitoring activities.

- 1. By December 2014, there will be a 2% increase in parent attendance from increased parent outreach.
- 2. By February 2015, there will be a 70% success rate in parent completion of self-reflections.
- 3. By February 2015, there will be a 3% increase in parent attendance from increased parent outreach.
- 4. By June 2015, there will be a 2% increase in 10 grade students who receive a 65 or greater in 4 or more of their classes)
- 5. By June 2015, there will be a 2% decrease in student suspension rate.
- 6. By February 2015, all guidance counselors will have completed detailed student profiles on all at-risk students.

Part 6b. Complete in **February 2015.**

- | | | | | |
|---|--|-----|--|----|
| 1) Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:

7. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

8. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.	E
4.3	Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.	E
4.4	Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.	E
4.5	Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process.	E

Part 1b. Needs/Areas for Improvement:

9. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

10. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Through the continued collaboration of the grade and department team leaders, we have made improving teacher effectiveness a priority goal for this school year. Building off of our ongoing work, we will continue to strengthen teacher practice through enhanced Instructional Rounds and weekly Professional Learning meetings supporting teachers in developing around components 3b, 3c and 3d.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, all teachers will participate in ongoing Professional Learning designed to improve teacher pedagogy through aligned curricula and practices that assist them in engaging students in appropriately challenging tasks that demonstrate higher-order thinking skills as evidenced through documented Instructional Rounds and Professional Learning. Teacher teams will engage in analyzing key artifacts such as assessment data, student work and Measure of Teacher Performance data to make adjustments in their teaching practice such that:

- 1) 70% of the teachers that received an overall rating of effective in questioning and discussion techniques (Component 3b) for SY 13-14 will receive an overall rating of effective in using assessment in instruction and engaging students in learning (Component 3c and 3d) by June 2015.

50% of the teachers that **did not** receive an overall rating of effective in questioning and discussion (component 3b) for SY 13-14 will receive an overall rating of effective in component 3b by June 2015

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. We will use observations by administrators and inter-visitiation observations conducted by teachers to assess alignment between teacher practice and the aforementioned components of the Danielson Framework.	Teachers	November 2014-May 2015	Assistant Principals
6. There will be 3 cycles of inter-visitiation per semester. In cycle 1, administrators will select components of the Danielson Framework that teachers must use as a lens during their inter-visitiation. This component was selected because it was deemed the component that the particular teacher needed the most support in. In cycle 2, teachers are to visit a class outside of their discipline. In cycle 3, teachers are allowed to visit any teacher they want.	Teachers	Cycle 1 November 2014 Cycle 2 February 2015 Cycle 3 May 2015	Principal and Assistant Principals
7. Composite low inference observation data from administrator observations and teacher visits will be used to share best practices.	Teachers	November 2014-May 2015	Grade Team and Inquiry Team Leaders and assistant principals.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Observation data will be shared with the grade team leaders and inquiry team leaders initially. These teams meet three to five times per week during 5 th period. Afterwards, best practices will be shared during our professional development meetings afterschool on Mondays. Teachers will be provided with professional development opportunities to enhance classroom strategies and teaching practices. Funding for per session activities will be provided for teacher professional growth.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

5. We will look for effective to highly effective ratings under each component in Advance’s Teacher Level MOTP Detail report at the end of each observation cycle. We will also look for best practices from the findings of the teacher inter-visitation observations to see whether they are being implemented with fidelity in our classrooms

Part 6b. Complete in **February 2015**.

1) Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:

11. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

12. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).	E
2.3	Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals.	E
2.4	Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.	E
2.5	The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.	E

Part 1b. Needs/Areas for Improvement:

13. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

14. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Since 2013-2014 we have had an instructional focus around writing across the disciplines. During last year, the English department piloted our initiatives to support writing across the disciplines. This year all subject areas will be involved in supporting writing across the disciplines.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, school leaders will make strategic decisions to organize programmatic and human resources to support “Writing across the disciplines using evidence to support claims, generate hypothesis, pose arguments and solve real world problems”

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
1) Research-based instructional programs, professional development, and/or systems and structures needed to			

<p>impact change</p> <p>2) Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>3) Strategies to increase parent involvement and engagement</p> <p>4) Activities that address the Capacity Framework element of Trust</p>			
<p>Instructional Activities/Strategies</p> <ul style="list-style-type: none"> ➤ Usage of the P.A.C.E and R.A.F.T strategies across the disciplines to ensure that students are writing argumentative essays 	All Teachers	October 2014-June 2015	Grade Team Leaders, Inquiry Team Leaders and Assistant Principals
<p>Activities/Strategies to address the needs of student subgroups:</p> <ul style="list-style-type: none"> ➤ 5th period, Monday through Friday, will be dedicated to common planning time and professional development. This time will be used for Sped Co-planning, Grade Team Meetings, Subject Team Meetings, A.I.S, Pupil Personnel Meetings and our School Instructional Improvement Team. These teams will meet to collaborate, plan, and discuss strategies to support all learners (i.e. SWDs, ELLs) in writing. ➤ This time will also provide opportunity for our teachers to engage our differentiated professional development menu. These workshops are geared towards supporting our mission statement and instructional focus. ➤ Saturday Academy, AIS and after school courses will be “skills driven” to provide remediation and/or enrichment to all students. 	All Teachers and All Students	October 2014-June 2015	All Teams and Administration
<p>Activities/Strategies to address the needs of student subgroups:</p> <ul style="list-style-type: none"> ➤ Our S.I.I.T Team (School Instructional Improvement Team) will use the collaborative inquiry process to identify trends in student performance and design instructional strategies that address improving student outcomes around writing across the disciplines. 	S.I.I.T team and administration	October 2014-June 2015	S.I.I.T team and Administration
<p>Activities/Strategies to address the needs of student subgroups:</p> <ul style="list-style-type: none"> ➤ On-going communication via phone blasts, letter campaigns, Skedula, the school website, SLT meetings and PTA meetings will keep all stakeholders updated about progress toward school wide goals. 	Parents	October 2014-June 2015	Computer Tech, Data Administrator and Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Saturday School, 9 days X 4 Hour periods X 4 Classes, with one Supervisor. (Paid with P/F and Title III funds)
- Common Planning time is implemented in teacher schedules (No Cost Associated)
- Parent Involvement funds to increase parent participation in the SLT and PTA (Paid with Title I Funds)

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 1) Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 2) Specify a timeframe for mid-point progress monitoring activities.

- By February 2015, each teacher will submit student work for progress analysis
- By November 2014, students will be scheduled for Saturday Academy and be notified of classes.
- By February 2015, all teachers will implement strategies suggested by the S.I.I.T team to support writing across the disciplines. This will be evidenced by low inference data from observation and student work.

Part 6b. Complete in **February 2015.**

- | | | | | |
|---|--|-----|--|----|
| 1) Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:

15. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
16. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.	P
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.	P
6.4	The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success.	P
6.5	The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.	P

Part 1b. Needs/Areas for Improvement:

17. Reflect on your school's HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.
18. Summarize your school's strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

In order for students to be successful and continuously aware of their academic standing, expectations of high academic achievement must be communicated to them. This will allow each and every one of our students to create a roadmap towards commencement.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015 the principal will continue to ensure that expectations of high academic achievement are communicated to students and families frequently.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> ➤ Research-based instructional programs, professional development, and/or systems and structures needed to impact change ➤ Strategies to address the needs of students with 			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <ul style="list-style-type: none"> ➤ Strategies to increase parent involvement and engagement ➤ Activities that address the Capacity Framework element of Trust 			
<p>Grade Assemblies-</p> <ol style="list-style-type: none"> 3) Guidance team meets with each grade once per month to address academic as well as social emotional needs of the population. 4) Conduct grade specific workshops to provide college information related to college and career readiness. 5) Used to communicate academic and behavioral expectations throughout the school year. 	9 th , 10 th , 11 th 12 th grades	1 per grade per month	Guidance Counselors
<p>Advisories</p> <ol style="list-style-type: none"> 3) Students meet with their advisor twice a week to discuss social and emotional issues, character building, conflict resolution, grades, current events and topics related to college and career readiness. 	All students	September 2014- June 2015	Advisors and Admin
<p>Plans for Success</p> <ol style="list-style-type: none"> 3) Teacher generated reports that target student who are failing their classes two weeks before the end of each marking period. This plan contains the following information: <ul style="list-style-type: none"> Possible reasons for student failure Outreach made to parent and student Specific areas of the curriculum/standards that student hasn't mastered An action plan for student success 	All students who are in danger of failing halfway into the marking period	Two weeks before the marking period ends. Two plans for success for each failing student per semester	Teachers and Admin
<p>Gateway</p> <p>Students who meet eligibility requirements for our Gateway will be immersed in rigorous STEM that requires them to maintain minimum GPA of 85, they must take 4 years of math and science, two A.P. classes, participate in outside enrichment opportunities and receive an advance regents</p>	All students entering with 3 or 4 on NYS ELA and Mathematics exams or students recommended by teachers after 9 th grade.	September 2014- June 2015	Guidance Counselors, Gateway teachers and Gateway advisors.

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Grade Assemblies, advisories and the creation of plans for success-no cost associated with this activity.
Gateway Grant=10, 500 dollars. Used for books, trips and technology.

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.													
x	Tax Levy		Title I Basic		Title I 1003(a)		Title IIA		Title III	x	P/F Set-aside		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.													

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 1) Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 2) Specify a timeframe for mid-point progress monitoring activities.

Grade Assemblies- Administration will track grade assembly attendance every assembly
 Advisories- Administration will track progress in advisories in advisories via attendance and classroom observations.
 Plans for Success- Administration will track scholarship reports to look for an increase in class passing rates.
 Gateway- Administration will track progress in Gateway via attendance and classroom observations.

Part 6b. Complete in **February 2015**.

- | | | | | |
|---|--|-----|--|----|
| 1) Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| 2) If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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**Section 6: Academic Intervention Services (AIS)
(Required for All Schools)**

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	30 students will receive writing and reading skills reinforcement; Regents preparation, Targeted intervention for students who have 75% attendance but few credits; homework review, study skills, project assistance and make-up assignments.	Remediation, Regents Prep, Writing workshops, PLATO	Small group instruction, one to one tutoring; peer tutoring	5) After school one day a week from 2:30-3:07 pm 6) Small Group Instruction 5 th period three times a week Small Group instruction Saturdays 9:00 a.m. 1:00 p.m.
Mathematics	20 students will receive remediation in math skills; calculator use, study skills, make-up assignments and Regents preparation.	Remediation, Regents Prep, Writing workshops, PLATO	Small group instruction, one to one tutoring; peer tutoring	3) After school one day a week from 2:30-3:07 pm 4) Small Group Instruction 5 th period three times a week Small Group instruction Saturdays 9:00 a.m. 1:00 p.m.
Science	21 students receive remediation in science lessons; study skills; make-up assignments; Regents preparation	Remediation, Regents Prep, Writing workshops, PLATO	Small group instruction, one to one tutoring; peer tutoring	3) After school one day a week from 2:30-3:07 pm 4) Small Group Instruction 5 th period three times a week Small Group instruction Saturdays 9:00 a.m. 1:00 p.m.
Social Studies	28 students receive remediation in Social Studies lessons; study skills; make-up assignments; Regents preparation.	Remediation, Regents Prep, Writing workshops, PLATO	Small group instruction, one to one tutoring; peer tutoring	3) After school one day a week from 2:30-3:07 pm 4) Small Group Instruction 5 th period three times a week Small Group instruction Saturdays 9:00 a.m. 1:00 p.m.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>70 students receive pull out intervention services in group or one on one during the AIS time if their schedule does not allow during the day or if they need additional intervention</p>	<p>Remediation, Regents Prep, Writing workshops, PLATO</p>	<p>Small group instruction, one to one tutoring; peer tutoring</p>	<p>3) After school one day a week from 2:30-3:07 pm 4) Small Group Instruction 5th period three times a week Small Group instruction Saturdays 9:00 a.m. 1:00 p.m.</p>
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Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

x	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools		Non-Title I
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Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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

2b. High Quality and Ongoing Professional Development

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.
 This year the principal must select a team of teachers who will have the responsibility of selecting the MOSL exams that will be administered this academic year.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus	Federal	90227	X	10,13,16,19,23

School Improvement Funds				
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	2640410	X	10,13,16,19,23

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP) Template

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

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

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children’s progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Notes

- 1) **Had an HE in tenet 3.2. were they ratings prepopulated**

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	16	3	0	3	0	1	5	1	5	24

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		
Total	16	3	0	3	0	1	5	1	5	24
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										4	1	1	0	6
Intermediate(I)										3	1	0	1	5
Advanced (A)										3	5	3	2	13
Total	0	10	7	4	3	24								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	3		3	
Integrated Algebra	12		11	
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	2		0	
Living Environment	5		0	
Physics				
Global History and Geography	7		3	
US History and Government	1		0	
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The assessment tool used to assess early literacy skills will be based on the NYSESLAT Modality Analysis which will determine areas of weakness, which will then determine materials and strategies that can be used to differentiate instruction and improve literacy skills. In conjunction with the NYSESLAT, ELL periodic assessments, LAB-R, RNMR Modality and MOSL performance assessments are reviewed.

in addition, students are administered the Bader Reading and Language Inventory to determine their fluency, comprehension, and phonemic awareness to assist in further instruction to target core issues. This data is aligned to the school's instructional focus by allowing the ELL teacher to target core writing with the students based on their overall reading ability. Upon data analysis, showed that there has been improvement in the academic performance of ELLs, but more importantly allows for specific interventions that could be employed for the individual student.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
ELL students' proficiency levels varied. There were beginners, intermediate, and advanced level students based on the various data administered. It was also noted that there were writing deficiencies that were present not only with the ELL population, but school-wide. There has been a decrease noted in many of the students with respect to writing, which is in part why the school's current instructional focus is on writing. Many students showed improvements from moving to beginning to intermediate, or intermediate to advance, and many students progressed over modalities and grade level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

All examinations for ELL students in grades 9 through 12 are taken in English only. Students in grades 9 through 12 are fairing satisfactorily in tests in all content areas, including tests that are given by ESL teacher, ELA and other content area teachers. All tests are given in English. From the school conducting an analysis of the RLAT it was revealed that there are patterns in improvement for Speaking and Reading across grades and proficiencies. We will need to focus on the writing and listening components as there is a slight decrease in scores for 6 students.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is used to determine techniques and materials for students in their areas of weakness. This will also determine the structure of small groups for instruction. The ELL teacher will determine the necessary support for the students which will include assistance from ELA teachers within the school. The ELL teacher and content area teachers meet during inquiry team time to collaborate and discuss instructional strategies which can be incorporated to support the ELL's during the instructional process. These ELL-friendly strategies are expected to increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of the ELL program will be evaluated through the NYSESLAT results, successful credit accumulation as an indicator of classes passed and advancement to the next grade level, Regents examinations passed and graduation rate. In addition, ELLs are further evaluated based on classwork assignments, tests, ongoing formative assessments, and student self-evaluations and assessments.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Students are interviewed by the ESL teacher, , and other teacher members who also speaks the same native language as the student. Home Language Identification Survey (HLIS) is then administered to the parent and child with the assistance of a teacher member who also speaks the same native language. Parents are given the choice of three types of ELL programs-Transitional Bilingual education, Dual Language and Free-Standing English as a Second Language. However, parents are informed that Excelsior Preparatory High School offers only Free-Standing English as a Second Language. If parents would like to enroll in other programs, they are assisted in finding schools which would address their unique needs. The Home Language Identification Survey is explained and is given to the parents to be completed. Assistance is offered as needed. Within 10 days of being admitted to the school, the LAB-R is administered by the ESL teacher. The NYSESLAT is administered as scheduled by the NYSED. The ESL teacher administers the test addressing the four modalities-speaking, reading, writing, and listening. Spanish speaking students are administered the Spanish LAB, also. Languages spoken by fellow teachers include French, Haitian-Creole, and Spanish which assist in the translation if necessary. Parents are notified about the NYSESLAT testing schedule in their native languages and English. ELLs must be placed in the parent's program of choice within 10 days of enrollment. Students are immediately placed in the program of choice currently offered by the school with a full schedule.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parent /student orientation sessions are given where program placement options are presented with clarity in both Home Language and English by qualified teachers during the intake process. ' In order to determine that parents understand the programs, the school provides a parent orientation session where program placement options are presented with clarity and objectivity both in English and the Home Language by the ELL coordinator, Guidance Counselor, and translator as needed. All forms are translated in the Home Language as well. The meeting focuses on orienting the parents to the school system and explains program options. A video is presented in the parent's home language which provides information on the current organization of the Department of Education and thr right to chose educational options, an explanation of city and state standards, the core curriculum, assessments, student expectations, and school program requirements. Parents are also provided with brochures in their Home Language that explains the three program ELL models within the NYC DOE: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Once parents are informed of these options, parents are given a Parent Survey and program selection form whereby they indicate their program choice which is then indicated in the designated ATS (ELPC) function. During this time, the ESL teacher, Ms. Rosa Hamlet informs the parents and students of the monthly check ins that keep abreast the parent and student improvement of aclimating to the English language as well as entitlement letters. The plan is for all students to achieve higher levels of English proficiency from beginning to ultimately being tested out and deemed proficient in English. Most of our students who entered in as beginners last year moved to advanced and intermediate levels.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Once LAB-R test results are received from the NYCDOE, letters are sent via mail and back pack to parents in native languages available. Note that entitlement letters from the LAB-R passed on the hand-scored result in addition to the ATS result. The RNMR report as well as the RFLG are used in conjunction with other ATS reports which are part of the student's permanent record file. We also follow-up via telephone calls, and monthly letter updates and emails from the ESL teacher, Rosa Hamlet. Letters are generated by ESL teacher . These records are maintained in files by ESL teacher.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

Students are programed according to the LAB-R results. The placement letters and feedback are distributed and maintained by the ESL teacher. The beginners are programmed for three forty-minute ESL classes with the ESL teacher. Intermediate level students will be programmed for two periods of ESL instruction with ESL teacher. Advanced level would be programmed for one period class with an ESL teacher, and one period class of English with an ELA teacher. Mandated time is allotted for students. Placement and entitlement letters are distributed to students and parents in English and in native language. Records are maintained by the ESL teacher and are followed up with monthly charting and record-keeping. The ESL teacher and Principal's secretary updates the ELPC screen in ATS within 20 days. Ms. Rosa Hamlet informs the parents and students of the monthly check ins that keep abreast the parent and student improvement of aclimating to the English language as well as entitlement letters. The plan is for all students to achieve higher levels of English proficiency from beginning to ultimately being tested out and deemed proficient in English. Most of

our students who entered in as beginners last year moved to advanced and intermediate levels.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Each ELL student is administered the NYSESLAT to determine English proficiency. In order to maintain the integrity of this test administration, security procedures are strictly observed. Test materials are placed in a secure, locked facility when they are received and also after the completion of the day's testing. Someone other than the students' teacher is assigned to administer and score the speaking subtest. The writing subtest is scored by a committee of teachers. No teacher scores more than half of the constructed response question in the students' writing subtest booklet. No ELL teacher nor ELA teacher of the ELL students scores the writing subtest. Based on the administration schedule, as outlined by the State Education Department, the Speaking subtest is administered to students individually at a location separate from other students during the time frame allocated. Any opportunity for make-up test dates are done during the primary administration period. Steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are first obtained by using the NYSESLAT Exam history report from the data from the RLAT ATS report. Testing will be administered according to the dates set by New York State. Letters are forwarded to Parents in English and in native language to inform parents of the date of the test administration to ensure that all students are present for the test. The ESL teacher will ensure that every student is given the information of the test. Principals and Assistant Principals will also ensure that students are encouraged to take the test. The four components of the test will be administered and guided by New York State's mandatory dates. Students are allowed the time that they need to complete the test following the test mandates.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
Parent Survey and Program Selection forms reveal that parents requested free-standing ESL at their choice of preference. We will inform parents when Transitional Bilingual Education or Dual Language programs become available at our school, however we will remind them that ESL is still what is offered. The parents of the 24 students who are currently enrolled in our ESL program have not expressed a desire to change their choice of program. If and when 20 or more parents of the same home language request the TBE program, necessary steps will be implemented to initiate such program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

a. Self-contained

b. Homogeneous

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Students are programmed according to classes for mandated periods: beginners have 3 classes per day each week; intermediate have 2 classes per day each per week; advanced have 1 ESL class per day each week and 1 ELA class per day each week. Students are programmed based on their level of proficiency performance as indicated on the RLAT report as measured by the NYSESLAT and LAB-R. Students who are at the beginning level have 3 classes daily every week; intermediate level have 2 classes daily every week; and advanced level have 1 ESL class and ELA class daily every week.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
By evaluating foreign transcripts, by administering the LAB-R, and by utilizing Teachers with the same native language for translation services.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year through assessment in each modality. The ESL teacher administers the test addressing the four modalities-speaking, reading, writing, and listening. Based on testing results that have been analyzed, students are given a learning style survey in which the ELL teacher gleans information on the best modality to introduce to infuse engagement and aligns with one of the four modalities which warrant initial intervention. Because students need to have modalities used within instruction, all will be utilized during the course of ELL and ELA instruction. Students will be given interim assessments which are aligned to the curriculum based on tasks which are aligned to the four modalities. The data from these tasks will be monitored and adjusted for frequent check-ins which will warrant student growth and need for additional strategies and interventions which will assist in preparation for the NYSESLAT.

6. How do you differentiate instruction for ELL subgroups?

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

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

b. ELL students who have not met performance standard in reading and writing will develop reading skills. The school will give language learners many opportunities to read and write in meaningful contexts, in their first and second languages. Draw on effective

strategies for increasing literacy skills in their native language, then transfer these skills to learning English. . Draw on their background experiences and encourage connections between academic concepts and students' own lives. Help students see the value of being able to communicate in multiple languages. Connect with students' families and culture. Incorporate culture and native language, introduce multicultural literature, and draw on the expertise on community members. Give ELL students opportunities to teach others about their first language and home culture. Use engaging instruction. Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage all learners. Give students opportunities to talk about shared learning experiences. Hands-on experiential learning experiences will develop understanding. Help ELL students connect words with meaning by using nonverbal clues and nonlinguistic representation of ideas, including multimedia, manipulatives, simulations and modeling. Vary assessment strategies. Use wide-ranging assessments, including observations, portfolios, and performance assessments.

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

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

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

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

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

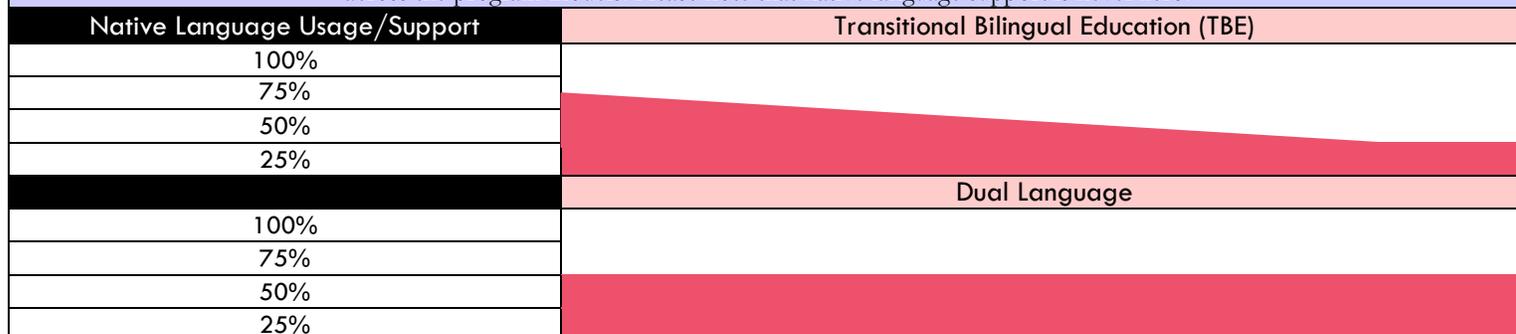
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

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.



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

B. Programming and Scheduling Information--Continued

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

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

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

D. Parental Involvement

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

E. Additional Information

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

N/A

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lilly N. Lucas	Principal		
Hassan Fuller	Assistant Principal		
N/A	Parent Coordinator		
Rosa Hamlet	ESL Teacher		
Orin Thomas	Parent		
Stephanie Betts-Coleman	Teacher/Subject Area		
Leightoya Johnson	Teacher/Subject Area		
	Coach		
	Coach		
Katrina Carter	Guidance Counselor		
Malika Bibbs	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29q265 School Name: Excelsior Preparatory High School

Cluster: 4 Network: 404

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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

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