

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

09x250

School Name:

EXIMIUS COLLEGE PREPARATORY ACADEMY

Principal:

DR. JONATHAN P. DALY

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: High School School Number (DBN): 09x250
School Type: Comprehensive Grades Served: 9-12
School Address: 1363 Fulton Avenue, Bronx, NY 10456
Phone Number: 718-992-7154 Fax: 718-590-1081
School Contact Person: Laquitta Maysonet Email Address: lmaysonet@schools.nyc.gov
Principal: Dr. Jonathan Daly
UFT Chapter Leader: Bhoj Totaram
Parents' Association President: Sajo Touray
SLT Chairperson: Marleily Vargas
Student Representative(s): Michael Reid

District Information

District: 09 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza Room 841, Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5852 Fax: 718-741-7098

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 718-828-5488 Network Leader: Lawrence Pendergast

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 Comprehensive Educational Plan (CEP) 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:

- 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*.
- 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.**
- 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)
Dr. Jonathan P. Daly	*Principal or Designee	
Bhoj Totaram	*UFT Chapter Leader or Designee	
Sajo Touray	*PA/PTA President or Designated Co-President	
James Soto	DC 37 Representative, if applicable	
Michael Reid Noemi Guzman	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Marleily Vargas	Elected UFT	
Christopher Boyd	Elected UFT	
Amanda Cruz	Elected Parent	
Winifred Bama	Elected Parent	
Natalia Leon	Elected Parent	
Jennifer Kallen	Elected UFT	
Marina Martinez	Elected Parent	
	Member/	

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

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

The 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 CEP 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 Comprehensive Educational Plan (CEP) 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	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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 	

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

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 CEP Development

School Leadership Teams should engage in the following steps:

- **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.
- **Step 2:** 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.
- **Step 3:** 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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** 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: CEP 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 areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

Our mission is to develop high-achieving students of good character who use academic, technological, and social skills to inspire others, succeed in college, and accede to positions of social power that advance their community and the broader nation.

Over the last three years, we have worked to create a positive tone and climate in our school. Our students wear full uniforms and we have implemented security and behavior protocols. Our students have a clearer understanding of what it means to be a part of their school community as they volunteer both within the school and the community. At this point, we are deepening our work on building the college and career readiness of our students and getting more of our students to the graduation stage on time for both high school and college. We are modifying the culture we have to fit the needs of our students.

- Based on our school's previous college matriculation reports, we realized that we as a school community needed to make major changes if we want to get our students accepted to the country's top colleges and universities. As a result of our outreach with NYU, two of our students have received full scholarships to the institution. Meaningful objectives, academic intervention services, and benchmarks need to continue to be in place so that students will graduate. Students also need to have a voice in their college and career readiness plan; they have to be involved in the planning. Students need to tell us their areas of difficulty and how they learn best so instruction can be differentiated.
- We were the only school out of the six finalists in the Bronx last year to be selected to participate with CFES (College For Every Student) in order to achieve this goal. We were awarded with the CFES "School of Distinction Award" for the 2013-2014 school year. Monitoring needs to begin in the 9th grade. The college and career plans of our students need to be assessed and reevaluated on a yearly basis. The 9th graders will fill in college applications in their social studies classes. These applications will be reviewed by CFES and then students will continue with this work throughout high school. Any pertinent information from the application essays will need to be brought to the attention of the college and career advisor, the counselors, and the intermediaries so they can have individual discussions with students. Students receive mentoring, youth development, and college and career exploration through our partnership with CFES.
- We have a college and career advisor. He works in conjunction with the senior guidance counselor. We placed his office in the senior guidance office suite since the support of the families and assistance for counselors who encourage students to make the right choices is essential for students to get into their desired schools. Even though we are still developing the affectability of this office, we have seen a larger number of students seeking support with college applications and scholarship opportunities. He is working with the guidance department to create a college/career fair each semester which will expose all students, including our ninth graders, with the opportunities available for them. Also, being college and career ready means our students must become regularly exposed to more rigorous instruction and more critical feedback. It also means that teachers need to redesign their instructional plans and come to

the realization that effective teaching has true impact. Teachers learn about increasing the rigor in their classrooms and redesigning their lesson plans and curricula during their common meeting time that occurs every day.

- We are trying to show all our students that college is an option for them. They are exposed to this daily as they view the courses the upper classmen are enrolled in through the College Now Program at Lehman College. We are showing our 9th graders that by filling out a college application, this can happen in their future. We are tracking the schools our students are applying to and are accepted to. We are trying to create a culture where our students choose which college to go to rather than the one that accepts them. We have made the most growth in getting our students college access, but we are really striving hard to get our students to college readiness.

In terms of the impact of this work, we have seen that participation in our CFES mentoring opportunities is beginning to increase; student community service has also increased. We have made April college month, and we have planned college trips for all grade levels. We will monitor college acceptances in order to see if students are getting accepted to the college/universities of their choice.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
 - Summarize your school’s strengths and needs relative to this Capacity Framework element (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.
- There is a need for a clear sense of the instructional objective by means of conceptual understanding and evidence. The 8th grade data shows that our students struggle with supporting their ideas with evidence.
 - We have purchased a new Curriculum and need time to incorporate it into the previous curriculum

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, in order to increase the number of students who are able to effectively collect, analyze and apply evidence to support a position across subject areas and grades, teacher teams will create two rigorous cross-curricular CCLS units that focus on students collecting, analyzing, and applying evidence to support a position. This will engage students in higher order thinking and discussion that will result in 5% increase in first-year students earning 10+ credits 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>
Seating of the student, checking for understanding, and accountable talk	All Students grades 9-12	Implementation will begin September 2014 until June 2015	All teachers and teacher teams collaborate their efforts to implement this strategy
The inquiry teams will be collecting, analyzing, and applying evidence from student work through baseline data	All Students grades 9-12	Implementation will begin	All teachers and teacher teams collaborate their

		September 2014 until June 2015	efforts to implement this strategy
Inquiry and department teams will meet each week during designated periods to discuss the implemented strategies	All Students grades 9-12	Implementation will begin September 2014 until June 2015	All teachers and teacher teams collaborate their efforts to implement this strategy

Part 4 – Resources Needed

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

- Professional Developments
- Time to plan and implement changes into the new curriculum
- Google Drive access
- Network Feedback on the two units
- Teacher and Administration consultation

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	x	Title I Basic		Title IIA		Title III		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.

The midpoint benchmark that we will monitor progress improvement will be after the 2nd MP on December 9, 2014. At this point we will collaborate with all teacher teams to see the data results of how effective was student seating, accountable talk, checking for understanding and baseline data.

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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

There is a need for students to strive to attain fulfilling the school’s mission and culture which is to develop high-achieving students of good character who use academic, technological, and social skills to inspire others, succeed in college, and accede to positions of social power that advance their community and the broader nation. There is a need for teachers and the Core Value Team to incorporate the school’s core values in the classroom environment.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- During the 2014-15 school year, the school will increase public recognition of student achievement and successes and increase teacher participation in encouraging students to reach out for these achievements as well as peer groups. This will result in a 3% increase in students on the school’s honor roll.

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 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 			
Public display bulletin boards were created for recognizing student monthly perfect attendance (no lateness or absences within the month), an Honor Roll board that recognizes students who have an average of 85 or above; a Principal’s Honor Roll board that recognizes students who have an average of 90 or above and an award for student of the month and most improved student from each grade are recognized with a picture display outside the principal’s office. We also post an Honorable Mention list composed of students that just missed the honor roll. Students that have a G.P.A of 80-84.9 make the Honorable Mention List.	All Students grades 9-12	Implementation will begin September 2014 until June 2015	All teachers, Office and Support Staff, Guidance Team, and Administration
Each month one of the school’s core values will be announced publicly (ex. Academic excellence, unity of being, reflective living,	All Students grades 9-12	Implementation will begin	All teachers and Core Value Team

integrity, self-determination, compassion, and community citizenship) If a student is exemplifying one of these core values they will come forth and fill out a questionnaire and the core value team will determine which students will be awarded for that particular core value		September 2014 until June 2015	

Part 4 – Resources Needed

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

- Incentives
- Pizza parties, movie tickets, basketball/baseball tickets
- Dress down days
- Keep displaying honor roll list per marking period
- Honor Roll certificates
- Teachers to display reminders
- Skedula/Pupil path updates
- Core Values

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	x	Title I Basic		Title IIA		Title III		Grants
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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.

The midpoint benchmark that we will monitor progress improvement will be after the 2nd MP on December 9, 2014. At this point the Guidance Team and teacher teams will discuss whether the public recognition/ posting of the various academic, attendance, core value, and Honor Roll initiatives have increased student progress and parent involvement.

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

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 	Yes	No
<ul style="list-style-type: none"> • 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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

We scored a B on the school progress report in the area of student progress. There is a need for teachers in all grades but especially for incoming 9th graders, to track student progress and improvement. There is a need for grade team teachers to be actively involved in this process and collaborate with one another to achieve this goal.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, teachers will get together to plan and revise curricula so that there will be an increase in the number of students that are promoted to the 10th grade, we will have a 5% increase in the number of students earning 10+ credits in their Freshman year by tracking students cumulative average in each class at the end of each marking period and team teachers conferencing with students and parents that are not on track to earn at least 10 credits

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 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 			
The school will hold assemblies for 9 th graders and their teachers in the beginning of the year to inform the importance of getting off to good start.	9 th Graders	Implementation will begin September 2014 until June 2015	Teachers and Guidance Team
The guidance team will create a spreadsheet to track 9 th grade students and where they are in terms of credit accumulation. Teacher teams will collaborate to ensure that final grade information is submitted in a timely manner.	9 th Graders	Implementation will begin September 2014 until June 2015	Teachers and Guidance Team

All teachers will assign Castle Learning online assignments to 9 th grade students that need to make up assignments that they missed or did not get achieve mastery.	All Students grades 9-12	Implementation will begin September 2014 until June 2015	Teachers and Guidance Team
All teachers will track and post grades and assignments on Skedula (we purchased an online grading system) to ensure the ability to track student progress. Teachers will collaborate with one another to encourage their students and parents to use the online grading system.	All Students grades 9-12	Implementation will begin September 2014 until June 2015	Teachers and Guidance Team

Part 4 – Resources Needed

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

- PD on how to use the new curriculum
- Monthly Assemblies
- Parent Outreach team to contact parents
- Mr. Boyd’s tracking sheet
- Skedula
- Teachers meet with parents every Tuesday
- Text/Phone messages

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	x	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

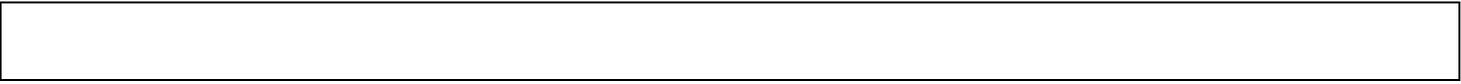
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 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.

The midpoint benchmark that we will monitor progress improvement will be after the 2nd MP on December 9, 2014. At this point the Guidance Team and teacher teams will discuss the data report from Skedula to see if all parents have a log in to their child’s grading system on Skedula, if students in all grades have Castle Learning log in accounts, and if students are on track to progress to classes that will result in getting full credit at the end of the year. Student and parent conferences will be scheduled with grade team teachers in order to ensure that these are in place.

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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

There is a need for teachers in all content areas to work with a comprehensive curriculum that will allow effective teaching. The school needs a PD plan that the school leader can evaluate, recognize individual teacher skill or expertise, decipher proper delegation of agenda items, and set guidelines for what will be the most effective teaching strategies for student achievement.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the school leader will strategically use resources to have teachers utilize, new CCLS curricula for all content areas. Provide differentiated professional development for its implementation, and collect evidence-based data so that there is an improvement in individual and school-wide practices which will be evident in an increase in student achievement. This will result in a 5% increase of teachers that move their overall rating from Developing to Effective.

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>
Assist all teachers with new resources and instructional lead demo’s.	All Teachers	Implementation will begin September 2014 until June 2015	Instructional Lead and AP of Instruction

Provide needed in-service training, individual instructional counsel, and school-wide guidelines that are clear and comprehensive for teachers in all content areas.	Individual Teachers	Implementation will begin September 2014 until June 2015	Administration
Review Advance Data to provide school wide PD plan	All Teachers	Implementation will begin September 2014 until June 2015	Administration
Provide differentiated PD to groups of teachers based on experience, wants and needs and advance data	Groups of Teachers	Implementation will begin September 2014 until June 2015	Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> •Utilize PD time on Mondays and Tuesdays •Professional Development Team •PD on the 8 components •Feedback to Teachers •Peer Observations Departmental walk throughs •Curriculum •Danielson Team •Teacher coverages

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	x	Title I Basic		Title IIA		Title III		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:				
<ul style="list-style-type: none"> • 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. 				
The Advance Data Review of MOTP will be conducted for the end of the 1 st Term and again before the end of Term 2.				
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 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.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (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.

There is a need to implement attendance improvement initiatives, reach out to families, and develop a sense of community and school spirit. Based on last year’s perfect attendance and absenteeism data, there is a need to encourage all students and parents to ensure 100% school attendance. Parent involvement is greatly needed to ensure student support and academic success.

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 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2014-15 school year, the school will strive to decrease the number of 9th grade students who have 15 or more absences for the school year, we will initiate attendance incentives and increase parent and student outreach. We will aim for a 5% reduction in absences as the outcome of this goal.

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>
The school will use school messenger to call the homes of students who are late or absent every day and parents can now be contacted via email/text messages. Patterns of absences will be monitored by the attendance teacher and personal calls will be made	All Students grades 9-12	Implementation will begin September 2014 until June 2015	Teachers, attendance teacher, and Guidance Team
<ol style="list-style-type: none"> 1. Each week teachers on grade teams will call parents and set up meeting dates to discuss student attendance issues. 2. On a monthly basis the attendance team will hold group meetings with parents of students that have a 	All Students grades 9-12	Implementation will begin September 2014 until June 2015	Teachers, attendance teacher, and Guidance Team

high number of absences and/or lateness's to assist in resolving attendance issues.			
The attendance team will create a spreadsheet to track 9 th grade students' attendance, log activity and notify parents for conferences if necessary. Teachers will provide late/absent students with an opportunity to make up work that was not completed during 9 th period	All Students grades 9-12	Implementation will begin September 2014 until June 2015	Teachers, attendance teacher, and Guidance Team
Teachers meet for Parental involvement time every Tuesday and parent outreach to celebrate student work. Parents and student who have created accounts on Skedula (online grading system) are able to email teachers and view attendance and grades, assignments, etc. Parent communication with teachers will be encouraged using Skedula. School announcements, events, workshops, and calendars are available to student families on Skedula.	All Students grades 9-12	Implementation will begin September 2014 until June 2015	Teachers

Part 4 – Resources Needed

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

- Parent Outreach Team
- Text or call parents (messaging services)
- Skedula/ Pupil Path
- Negative consequences
- Room for detention
- Excel tracking system
- Attendance Team

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	x	Title I Basic		Title IIA		Title III		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.

The midpoint benchmark that we will monitor progress improvement will be after the 2nd MP on December 9, 2014. We will collect the attendance data at this time for both the marking periods and review student attendance for perfect attendance, absenteeism, and cuts. At this point the teachers, the guidance team, and the attendance teacher will evaluate if there is student progress and conference with students and families regarding commendation or need for improvements.

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

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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)	9 th period skills AIS	Repeated readings	Tutoring	During the school day
Mathematics	9 th period skills AIS	Repeated readings	Tutoring	During the school day
Science	9 th period skills AIS	Repeated readings	Tutoring	During the school day
Social Studies	9 th period skills AIS	Repeated readings	Tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	9 th period skills AIS	Repeated readings	Tutoring	During the school day

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

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.
<ul style="list-style-type: none"> • Hiring Committee • Curriculum Team • Department Meetings • Instructional Lead Teacher • IEP Teacher in Every Grade/Department • Teacher led workshops • Different Workshops ex. Unit Mapping • Teacher experience levels • Professional Development Weekly Faculty Meetings • Buddy teachers and Co-teachers • Accelerated Courses

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).
<ul style="list-style-type: none"> • CCLS leaders • Common planning time: Unit Plans – Performance Tasks and Rubrics • Network PD for CCLS-aligned instruction • Modifications for SPED/ELLs and use of Paraprofessionals to support students • Specific school and/or instructional Goals and/or Objectives related to CCLS and skills • Ongoing monitoring and support to provide teacher and paraprofessionals feedback on their practice and its alignment to the CCLS • Lesson and unit planning that encourages CCLS best practices and strategies, monitoring the progress, and review of student work to revise the process as needed • Purchased a new curriculum for alignment to CCLS and student achievement • Continuous review of student work related to CCLS to modify practice and meet needs of all students

- Teacher feedback on PD and its effectiveness in the classroom – to revisit needed areas or revisions

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.

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 (CEP) 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,	Funding Amount: Indicate the amount	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes
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	State or Local)	contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	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	\$362,029	X	9-19
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal	\$11,200	X	9-19
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,579,912	X	9-19

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:

- ❖ 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.
- ❖ 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:

- ❖ **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).

- ❖ **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.
- ❖ **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- ❖ **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.
- ❖ **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.
- ❖ **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:

- ❖ **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.
- ❖ **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.
- ❖ **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- ❖ **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 8: 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 CEP 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)

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. Eximius College Preparatory Academy 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. Eximius College Preparatory Academy 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)

Eximius College Preparatory Academy 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.



Department of English Language Learners and Student Support

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 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: <u>Eximius College Preparatory</u>	DBN: <u>09X250</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>31</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 1
of content area teachers: 3

Describe the direct instruction supplemental program here and include the

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

Begin description here: ESL/Math Saturday Academy:

One math teacher team teach 1 ESL certified teacher 35 ELLS in grades 9-12 for twenty weeks. Our students need additional literacy and numeracy support, as indicated by review of NYSESLAT, as well as their ELA and Math scores. Several students come to our school with low skills in core content areas and need additional support in order to reach content area standards for grade level work. In this program, they will explore math concepts through teacher designed projects which will not only extend their math literacy, but which will also allow them multiple opportunities to speak, listen, read, and write in English. Instruction in the three classes will be differentiated according to the academic and linguistic needs of the participants. In order to accelerate development of academic English and to increase achievement in Math, teachers will implement a variety of scaffolding strategies and implement strategies consistent with socio-cultural leaning theory based instruction. Students will work collaboratively in accessing academic content. In the ESL/ELA class, Newcomer ELLs at beginner and intermediate proficiency level will use Rosetta Stone as well as other software and internet-based resources to advance their language development. Text used in the program will include an assortment of age and grade appropriate fiction and non-fiction resources that will be used to develop academic language and increase achievement in the reading and writing modalities of the NYSESLAT and on the English Regents. This program will also provide support and preparation for the English and math Regents examinations. The timeline is from November 15 to January 15 and from February to May, for 10 Saturdays from 9 AM to 11 AM(first session) 11 AM-1 PM (second session) (10 wks per semester) Per session for teachers to teach the Saturday Math Literacy Program, whereby experiential learning activities stimulate language development.

AFTER SCHOOL:

ELA and Science After School Instructional Program for ELLs

One ESL teacher will team teach with 1 content area teachers (English and Science) will explore literacy concepts through teacher designed projects which will extend their literacy and will allow them multiple opportunities to speak, listen, read, and write in English. Students will follow current science curriculum modified by teachers with teacher made graphic organizes to aid in learning content information. The number of ELLs in this program is 30. The ELLs in this program are in grades 9-12, the targeted subgroups are 9-10 graders at beginner, intermediate and advanced English proficiency levels. The timeline is from October to June, for 20 weeks, Wednesday, Thursday, Friday from 2:35 to 3:35PM.

ELA/ESL and Social Studies/ESL After school program

One ESL teacher will work with 2 content area teachers (Social Studies and English). Forty ELLs in grades

Part B: Direct Instruction Supplemental Program Information

9-12 (current and former ELLs) will participate in an after school program ELA and Social Studies program for ten weeks from Wednesday/Thursday/Friday for one hour, from 2:35 to 3:50 PM, from February to June. The language of instruction for the above programs will be provided in English with the appropriate native language support. Students will follow current history curriculum with teacher made modified graphic organizers to assist in comprehension.

Part C: Professional Development

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

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

Begin description here:

3. Professional development conducted in the school that will support Title III instruction at no cost to Title III will develop language proficiency, academic language, and common core content area skills and concepts. These will include:

- Math/science and literacy coaches who work with teachers to plan curriculum, locate resources, and review results of instruction
- Opportunities for dialogue, collaboration and curriculum planning at regularly scheduled, weekly instructional team meetings (Mondays 1/5/15, 1/19/15, 2/2/15, 2/6/15, 3/2/15)
- Culminating interdisciplinary presentations of student work that are followed by a school-wide critique of both the strengths and the weaknesses of the curriculum and the resulting presentations
- Monthly professional development meetings which will include the following topics:
 - 11/17 - Differentiation of instruction
 - 12/22 - Reading strategies
 - 1/12 - language development
 - 2/9 - analysis of student work, scaffolding instruction
 - 3/23 - incorporating technology in the curriculum
 - 4/6 - data-driven instruction.

Part D: Parental Engagement Activities

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

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

Begin description here: Title III funds will support the following activities for parents of our ELLs at no cost to Title III:

1. Evening Workshop Series for Parents of ELLs

Part D: Parental Engagement Activities

Two workshops series (4 sessions, 2 hours each) will be provided to groups of 40-50 parents of ELLs in Spring 2015, (February – May). The workshops will be organized by the Parent Coordinator and presented by Community Based Organizations and teachers of ELLs. Two teachers of ELLs will facilitate workshops and will also interpret/translate (Spanish, French as needed) as needed for ELL parents during the workshops. Parent workshops will be provided per evening schedule that accommodates parent and community needs.

1. One 2-hour session on becoming familiar with the English language Arts performance standards and how further development in native language can enhance second language learning
2. One 2-hour session on coaching parents in how to use math strategies in problem solving
3. One 2-hour session to explain to parents our instructional model and coach them in how to help students at home.
4. One 2-hour session on how to support students with issues of cultural adjustment and second language learning.

2. ESL class for parents of ELLs

One group of 20 parents of ELLs will participate in ESL classes conducted on 10 Saturdays, 9-12 PM, February – May 2015. One ESL teacher will provide ESL instruction using Rosetta Stone software and internet based resources to ESL parents who can benefit from development of English language learning in order to better support their children in schools. This will enrich parent/family engagement in the school and provided a much needed service to students’ families. Snacks and metrocards will be provided for the parent activities.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

**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 09	Borough Bronx	School Number 250
School Name Eximius College Preparatory Academy		

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 Jonathan Daly	Assistant Principal Al Gonzalez
Coach type here	Coach type here
ESL Teacher Sherron Tynan	Guidance Counselor Jessica Madera
Teacher/Subject Area E. Hernandez	Parent Mr. Dembele
Teacher/Subject Area type here	Parent Coordinator type here
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	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		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)		Total number of ELLs		ELLs as share of total student population (%)	0.00%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE										14	12	8	6	40
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	14	12	8	6	40

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	19
SIFE	0	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	15

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	14		3	11		4	15		12	40

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	14	0	3	11	0	4	15	0	12	40
Number of ELLs who have an alternate placement paraprofessional: <u>3</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													

*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	9	6	3	32
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian											1			1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1	3	3	7
TOTAL	0	14	11	9	6	40								

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)										2		1	1	4
Intermediate(I)										4	10	2		16
Advanced (A)										8	2	5	5	20
Total	0	14	12	8	6	40								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B										1	0	1	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	I										0	2	2	2
	A										5	5	3	3
	P										6	3	2	0
READING/ WRITING	B										2	1	1	0
	I										6	6	5	2
	A										4	2	1	3
	P										0	0	1	0

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	5		1	
Integrated Algebra	14		6	
Geometry	4		0	
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science	1		0	
Living Environment	11		3	
Physics				
Global History and Geography	10		3	
US History and Government	4		3	
Foreign Language	3			3
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)								
Chinese Reading Test								

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.
Since all our ELLs are students receiving continuance of services, we rely on their previous exams data, e.g., NYSESLAT and NyStart. Based on their previous performance and proficiency levels we differentiate instruction to meet the students' literacy needs. The majority is proficient in listening and speaking, but the reverse is true in reading and writing. Hence, differentiation focuses on reading

and writing skills.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
As discussed above, there is an upward trajectory in the proficiency levels for majority of the students. Students do better in the listening/speaking than they do in reading/writing.
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](#))
Focus of instruction will be on the development of reading (determining main ideas, identifying rhetorical and literary devices, etc.), writing (construction of thesis statements, providing support details, and creating unified and coherent five-paragraph essays) grammar skills, and vocabulary build up. In addition, instruction will stress the improvement their metacognitive readings skills: inferencing, activating schema, determining importance, and establishing linkages. The goal is for them to achieve CALP (cognitive academic language proficiency).
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to native language?
Students' fare better in the Spanish Regents than in the ELA Regents.

b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
We use the Periodic Assessment results in determining our lowest third students. Most of them are ELLs and hence they are included in the school's Inquiry Team. The focus of the Inquiry Team is the improvement of literacy skills. Since all teachers are members of the Inquiry Team, they all teach literacy skills in their respective content areas.

c. What is the school learning about ELLs from the periodic assessments? How is the Native Language used?
Already discussed above
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](#))
Our school uses data through schoolwide baseline assessments to create instructional goals for ELLs on a grade team level. Once these goals are set, formative assessments are implemented to ensure the success of the targeted instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?
In order to make sure that second language development is considered in instructional decision, literacy skills and language objectives are paired with content objectives throughout the content areas. In this way, teachers purposefully plan for the language students will need to understand and produce in order to develop content area knowledge as well as academic language. Teachers create these objectives based on the data from home language survey and sudent's educational history. All content teachers collaborate with ESL teacher to make sure that English language goals as well as content goals are being met.
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.).
We evaluate the success of our ELLs based on their outcomes in the NYSESLAT, the Regents exams, credit accumulation by grade level, promotion rate to grade levels, graduation rate and college acceptance

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](#).)
All students newly admitted to our school are reviewed for ELL eligibility based on the student's original Home Language Identification Survey (HLIS). If a student is new to the NYC school system, the ESL coordinator administers the HLIS to the parents for completion. If the parent indicates a home language that is other than English on the HLIS, the ESL coordinator (ESL certified) conducts an informal interview and administers the LAB-R to the student for placement in the appropriate language proficiency level. The ELL coordinator is bilingual and can accommodate the parents in this way. However, if the parent speak a language other than Spanish, then an interpreter will be called in to assist. If the student identifies Spanish as the home language then the Spanish LAB-R is also administered to determine student literacy in their L1. The ELL coordinator hand scores these Lab-Rs to determine possible placement in a school program. The scores are then sent to the city. If the Lab-R score determines that the student qualifies for ELL services then the parents come in to watch the orientation video and complete program selection. If a student is deemed as a current ELL per the ATS school wide system, the ESL Coordinator reviews the child's most current NYSESLAT score for proper placement. Our ELL identification process is guided by the NYS LEP Identification Process as delineated in CR Part 154. Annually, the ESL coordinator evaluates ELLs progress using the NYSESLAT
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Once a student is determined to be eligible for ELL services, parents/guardians of newly identified ELLs are immediately invited to a parent orientation during which they are shown a video during the first ten day window that describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. The ELL coordinator (Ms. Tynan) watches the video with the parents and explains any additional information about the three programs. The differences between the three choices are explained to the parents.
After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, they are informed that while currently, the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the ESL coordinator, the parent coordinator, and a translator in the child's home language, as needed.
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 [\[see tool kit\]](#).)
Based on the LAB-R results and the parent choice, the child is placed in the appropriate level in the appropriate program within 10 days of enrollment. The ESL coordinator is responsible for administering parent survey, program selection forms, and entitlement letters and for the safekeeping these records. An entitlement letter as well as a placement letter, in English and the family's home language, are sent to parents to inform them of their child's ELL eligibility. At the start of each new school year, the Continued Entitlement letter is mailed out to parents of eligible ELLs. Parents sign and return a duplicate copy of the letter to the school secretary for storage and record keeping.
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.
A newly identified ELL is placed in the program model selected by the parent on the program selection form. If the parent selected bilingual, and the school does not have enough students to form a bilingual program, the school must provide ESL instruction at a minimum. The parent will be informed that the child's name will be recorded on a list and that when the list reaches the appropriate number of students, as delineated in CR Part 154, the school will create a bilingual program. All information is provided in English and in the child's home language. All communication and student forms are kept in the student's permanent file. All records are kept by the school's ESL coordinator or secretarial staff.
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.
All ELLs are tested in reading, listening, and writing on separate but consecutive days during the NYSESLAT testing period. For the speaking section, the ELL coordinator administered the exam for all ESL students and the speaking section was simultaneously scored by a teacher who did not teach that specific ESL student.
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** After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is Free Standing ESL program. In the past two years we have administered three parent choice surveys. All three were interested in free-standing ESL. 100 percent of parents asked or chose ESL as their program of choice.

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])?

We offer the Free Standing ESL model. Classes are ungraded, students at mixed proficiency levels and instruction is delivered by a licensed ESL teacher.

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 receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Beginning ELLs receive 3 units of study (540 minutes of ESL instruction); Intermediate ELLs receive 2 units of study (360 minutes of ESL instruction); and Advanced students receive 1 unit of study in ESL (180 minutes of instruction) and 1 unit of study in ELA (180 minutes of instruction). There is one certified ESL teacher for 35 students. The teacher provides the minutes through self-contained ESL class as well as pushing in to English classes.

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.

Instructional programs with high levels of rigor and support result in higher academic achievement for ELLs. Effective strategies used

across all content areas include: differentiation, small group instruction, explicit academic vocabulary instruction, scaffolding (modeling, bridging, contextualization, schema building, metacognitive development, text representation). Our school focus is on reading and writing across all content areas. Studies show that native language development accelerates literacy gains in both the native language and English. As such, we offer language development and support for content instruction with native language support.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In order to ensure that ELLs are appropriately evaluated in their native languages throughout the year translated exams, quizzes, and performance tasks are translated.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

In order to ensure that ELLs are appropriately evaluated in all four modalities, teachers follow the school-wide grading rubric which takes into account written production but also allows 25% of the grade to be based on classroom participation including verbal responses. Additionally, all teachers use CCLS aligned lessons which address listening, speaking, reading, and writing modalities.

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. For SIFE students intensive academic intervention is implemented on a case by case basis, depending on the length of interrupted education. Teachers aid students not only to develop a second language but also to form habits necessary for success in an academic environment.

b. For newcomers, we simplify language, amplify content, provide hands-on demonstrations, opportunities for role play, journal writing using native language or pictures. Intensive instruction prepares ELLs for ELA testing. Newcomers also are provided with after school tutorials in ELA, Social Studies, Science, and Math.

c. Students who have been receiving service for 4-6 years are typically close to testing out of ESL. For this reason, special attention needs to be focused on the specific aspects of language that are preventing students from becoming mainstreamed. With this targeted intervention students will increase the likelihood of accelerated mainstreaming.

d. For long-term ELLs, it is important to examine students' academic progress on an individual basis to examine what is preventing students from achieving proficiency. Long term ELLs may need additional tutorials outside of the normal school day to receive the extra support needed.

e. Former ELLs academic progress will be closely monitored to ensure their adjustment to mainstream classroom. In extreme situations, ESL services can be provided if students struggle to adjust. In addition, former ELLs are entitled to time extensions on state exams.

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?

As previously stated, grade-level teachers strategically planned for the academic language connected with the content in order to improve ELL language development and literacy across the content areas. In addition, teachers use differentiated instruction to address students with varying learning styles. Teachers also design content objectives with multiple pathways available for students to demonstrate their knowledge of content area information. The materials that we use are predominantly teacher modified versions of readings, as well as teacher-made writing scaffolds and graphic organizers that relate to the content and grade level material. For beginner ELLs, students have access to google translate in order to translate readings a class assignments. All ESL students also have access to Rosetta Stone in English for additional practice.

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?

Each special education instructor is assigned a content area. Within that department, the special education instructor works collaboratively with content teachers to achieve IEP goals in the designated environment. The ELL coordinator also works collaboratively with departments design instructional objectives that will lead to improved English proficiency for students.

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

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

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

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

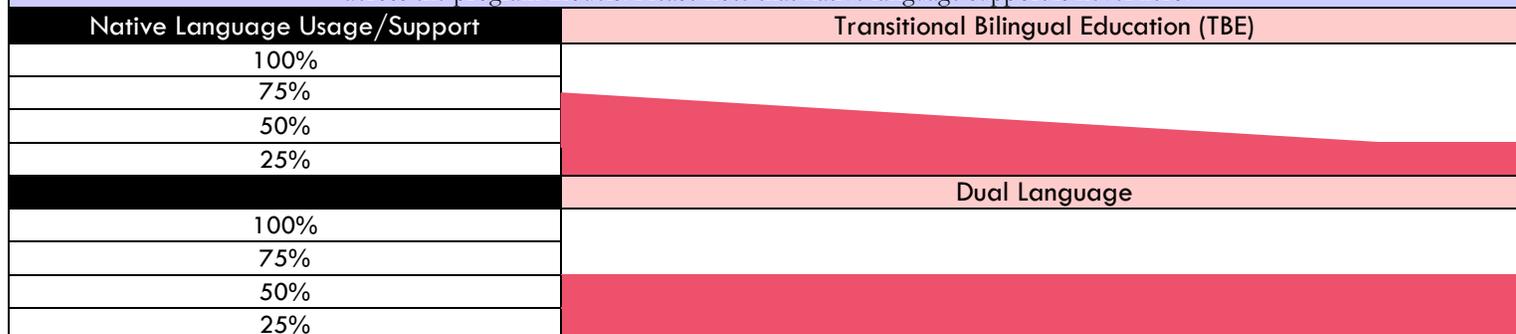
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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 include after school tutoring, and professional development for content area teachers in best practices in ESL instruction. All our ELLs receive after school tutorials in the content areas. A number of them also are in Inquiry Teams and, hence, receive more intensive and more frequent tutorial services than non-ELLs.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our current program has proven effective in meeting the goal of language development based on previous NYSESLAT data in which most students made measurable language goals. With regards to content instruction, ELLs in this school are held to the same rigorous standards as general education students and thrive because of the scaffolds and support provided through strategic instruction and collaborative teaching.
11. What new programs or improvements will be considered for the upcoming school year?
- Subject to funding availability, we will restore our Saturday Academies in all content areas. These academies prepare students for the State exams. We also will restore our after school electives in athletics and the arts which were discontinued this year due to budget cuts.
12. What programs/services for ELLs will be discontinued and why?
- Our ELLs will continue to receive their mandated instructional services. For the current school year, we have discontinued due to budget cuts the after school arts and athletics electives as well as the Saturday Academies. The discontinuance is for all students, ELLs and non ELLs. However, six weeks prior to the state exams, we will hold a series of after school test prep sessions.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs during and after the regular school day. ELLs are encouraged to attend tutoring, enrichment, athletic and general school activities. Notification, flyers, and letters are distributed in English and in students' native language. Communications with ELLs are offered in English and in students' native language, as appropriate
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All our students are provided with textbooks in all content areas. In 9th and 10th grade Math, for example, we use the Core Curriculum textbooks/materials/classroom libraries. In ELA, we use the College Board's SpringBoard curriculum and its attendant textbooks. In ESL we provide textbooks for every ESL level and subgroup. All our classrooms are equipped with computers and every teacher is provided in an LCD projector. In addition, we have a class set of laptop computers that can be transported from class to class. Six of our classrooms are equipped Smart Boards. Hence, ELLs have access to or are provided with the technology resources of the school.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Twenty-nine of our 31 ELLs are Spanish speakers. All our high school students, ESL and non-ESL are programmed to foreign language courses, either Spanish or French. The lone French speaking student and the other who speaks Twi are in a French class. The rest are in Spanish courses. We have Spanish 1, 2, and 3 as well as an AP Spanish Language courses. Spanish courses terminate in a Regents exam or an AP exam.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All ELLs are programmed to appropriate ESL courses based on their Lab-R/NYSESLAT scores. Their Spanish and/or French courses are based on their levels of proficiency. All instruction is Common Core aligned according to their grade band.
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.
- All our new students and their families, ELLs and non-ELLs, receive intensive orientation sessions prior to each school opening. The orientations focus on the school's mission, vision, core values, instructional programs, school culture, expectations, disciplinary codes/discipline, and the like.
18. What language electives are offered to ELLs?
- Spanish and French. However, these are not considered electives at our school. Foreign languages are part of our curriculum
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)?

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

N/A

C. Professional Development and Support for School Staff

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

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs).

Professional development is ongoing for all personnel who work with ELLs to include APs, subject area teachers, secretaries, the parent coordinator. The ESL teacher and content area teachers attend training offered through the NYCDOE, BETAC, QTEL Institutes. The ESL teacher facilitates monthly PDs on ESL strategies, testing accommodations, ELL identification protocols, stages of second language acquisition, analyzing ELL data, as well as participates in various school's inquiry teams to support content area teachers' instruction of ELLs and students' progress.

Documentation of ELL training for all staff is maintained in the school file by the Principal's Secretary.

2. What professional development is offered to the teachers of ELLs in supporting ELLs as they engage in the CCLS?

Professional development is available for ELL teachers through office of ELLs. Additionally, money has been set aside from Title III to provide for additional professional development.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Assistance is provided by the Instructional Managers of our CFN network, particularly, on compliance issues and instructional resources.

4. Describe the minimum 7.5 hours of ELL training for all staff, other than those who hold ESL and bilingual licenses, as per Jose P.

This is one area that we have to work on this year. We have made arrangements with our CFN network's instructional team to provide the training.

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. Describe parent involvement in your school, including parents of ELLs

In addition to the PTA and the SLT, parents participate actively in school events, both those initiated by the school such as Parent Book Clubs (a monthly book discussion group), Open School Days in which parents visit their child in the classroom, Pot Luck Dinners (in which parents bring food to share); school assemblies (in which parents help with decorations, food, and decorum during dances, Thanksgiving/Christmas Lunch, Valentine's Dance, Theater Arts presentations, or act as school trip chaperones, etc.) and those that parents initiate such as school wide photo shoots, fund raising events, etc. Parents are given orientation on the school's mission and vision, its curriculum, State standards and assessment (middle school testing,

NYESLAT, Regents), the school's partnership with the College Board and the attendant curricular, instructional, and assessment implementations entailed. Parents also are met individually or in small groups by our Attendance Team to help them with strategies to improve their child's attendance and deter tardiness. Part of our school culture involves constant communication and meeting with parents, such as the monthly progress reports that they receive from each course, the monthly attendance reports and newsletter that all families receive, and the constant email exchanges between parents and teachers. All teachers have a contractual subscription with Schedule, an online system that enables teachers to input each student's essential data (attendance, exams, quizzes, projects, homework, class standing, etc.). Parents are provided hard copies of progress reports at the beginning of each month. Parents and students also are provided with user IDs and passwords so that they could access the reports online at any time

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our social worker provides parents with referrals to various organizations that provide family and children's services (counseling, housing, domestic violence, health, etc.). Our parent coordinator provides or organizes workshops for parents on various issues.

3. How do you evaluate the needs of parents?

During parent-teacher conferences we distribute survey forms to parents to determine their needs and to find out their preferences for workshop topics. Our parent coordinator provides monthly workshops based on their needs and preferences.

4. How do your parental involvement activities address the needs of the parents?

Based on the feedback from survey forms we provide workshop programming that meets the needs of parents.

Discussed above.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Eximius College Preparatory Ac		School DBN: x250	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mr. Jonathan Daly	Principal		12/5/13
Mr. AL Gonzalez	Assistant Principal		12/5/13
	Parent Coordinator		
Ms. Sherron Tynan	ESL Teacher		12/5/13
Mr. Dembele	Parent		12/5/13
Mr. E. Hernandez	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Ms. Jessica Madera	Guidance Counselor		12/5/13

	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **09X250** School Name: **Eximius College Preparatory Academy**

Cluster: **6** Network: **603**

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

Part A: Needs Assessment Findings

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.

The following indicators will be used to assess our needs: Home language surveys, teacher assessment, guidance counselor interactions, and parent coordinator's expertise in evaluating parent's needs.

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.

Using the above mentioned methods, all communication will be in both English and Spanish and will also be conveyed in oral and written forms. The findings will be disseminated to the school community via various meetings (staff, Parent association, parent coordinator, etc.) and through home mailings to ensure that all members of the community will reach out to non-English speaking parents.

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.

The school will provide all written/oral communication in the parents' native language including: letters, newsletters, report cards and various forms, i.e., trip consent forms etc. The Phone Master will be programmed to translate all communication in the 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.

Using the entire school's bilingual community (teachers, paraprofessionals, family assistants, aides, guidance counselors, parent coordinator) the school will provide the translation necessary to meet parental needs. One of our Spanish teachers will be designated as the school translator to ensure that all translations are sound and accurate.

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>.

All correspondence will be sent and communicated bilingually.