

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

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

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Carmen Bardequez-Brown	*Principal or Designee	
Eric Morrow	*UFT Chapter Leader or Designee	
Fode Conte	*PA/PTA President or Designated Co-President	
Joan Allers	DC 37 Representative, if applicable	
Melvin Santiago Rachel Owusu	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Walter Grandberry	CBO Representative, if applicable	
Amanda Gonzalez	Member/ Parent	
Guillermo Castro	Member/ Teacher	
Richard Goodwin	Member/ Guidance Counselor	
Andrea Williams	Member/ Teacher	
Luz Romano	Member/ Parent	
Alicia Gonzalez	Member/ Parent	
Maria Morales	Member Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

School will implement a system of literacy interventions, in order to increase the ELA Regents passing rate for students who fall into the Black/African American or Hispanic/Latino state accountability groups from 54% to 59% for the 2014-15 SY

Comprehensive Needs Assessment

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

52% pass rate for all students taking June 2014 Regents. 54% combined pass rate for targeted accountability groups.

Instructional Strategies/Activities

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

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

1. The school adopted the 7 Habits of a Good Reader, uniformed methods of annotation, and the writing process to be implemented across the curriculum.
2. The school purchased a researched-based literacy program such as Read 180 to support the needs of students that are struggling with literacy issues.
3. All departments adopted discipline-specific literacy strategies.
4. The school hired two literacy coaches to provide one-to- one and whole- staff professional development to integrate literacy strategies that support English language learners and students with IEPs..
5. The school will implement SRI, a system of reading assessment in order to establish effective reading goals for every single student.
6. The school purchased the School Improvement Network PD 360 in order to support the individual professional needs of each teacher.
7. Teachers will examine data as a way of identifying patterns from baseline assessments (MOSL) and student products from benchmark assessments aligned to Common Core Learning Standards. Data will be assessed at intervals to identify students' strengths and weaknesses. In addition, curricular will be revised to meet the needs of all students as teams examine student work against standards based rubrics
8. Formal and informal observations, as well as short classroom visits, will provide frequent feedback to teachers as they implement strategies cultivated during common planning time.

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

1. Two literacy coaches
2. Assistant principal of instruction

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

1. By February 2015, all ELA teachers will have delivered at least two lessons which embed the 7 Habits of a Good Reader.
2. By February 2015 students participating in Read 180 will have moved up one Lexile level.
3. By February 2015, the English department will have engaged in at least one cycle of inquiry related to developing students' literacy through English instruction.
4. By the end of the second trimester, all teachers will have been observed at least twice and have been provided with high quality feedback related to their assessment practice.

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

1. Work related to this goal is ongoing, September 2014 to June 2015.

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

1. Master schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.
2. Master schedule revised to ensure that there is sufficient time for sustained Professional Development across the school year
3. Master schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams
4. Revise administrations' responsibilities and schedule to allow for frequent observations and targeted feedback.

Strategies to Increase Parental Involvement

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

There is a school web site that parents can access to see students' assignments and literacy strategies (7 Habits of a Good Reader, annotation methods, writing process

steps) being implemented in each class. Parents of ELL students are invited to come into school for Saturday sessions for help with learning the English language and to expose them to the work their children are doing using these strategies

Budget and Resource Alignment

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

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

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Goal and Action Plan #2

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

Annual Goal #2

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

Focused Teacher team work will increase the four-year graduation rate from 50% to 58% for SY 2014 - 15

Comprehensive Needs Assessment

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

Four-year graduation rate of 50% in SY 2013-14

Instructional Strategies/Activities

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

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

1. Teachers will utilize teacher team time to share best practices.
2. Teachers will administer baseline and periodic assessments aligned to revised curriculum to monitor student progress.
3. Counselors will provide teachers with credit accumulation data and progress towards graduation requirements.
4. Administration and faculty will communicate with parents via letter, email, and phone to discuss students' progress towards graduation.
5. School will offer credit recovery opportunities for under-credited students.

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

1. Faculty and administration.
2. Faculty and administration.
3. Guidance counselors, teachers, and administration.
4. Administration, parent coordinator, counselors, teachers.
5. Administration, counselors, faculty.

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

1. Lesson plan revisions will reflect peer sharing of best practices feedback
2. Curriculum maps will reflect embedded periodic assessments.
3. Minutes/maps for Teacher Team meetings will reflect the periodic review of student work.
4. Data spreadsheets from ARIS, STARS, and ATS.
5. Sample correspondence letters, emails, and other parental outreach.

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

1. Work related to this goal is ongoing, September 2014 to June 2015.

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

1. Master schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.
2. Master schedule revised to ensure that there is sufficient time for sustained Professional Development across the school year
3. Master schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams
4. Revise administrations' responsibilities and schedule to allow for frequent observations and targeted feedback.
5. Calendar of events that is comprised of credit recovery, celebratory, and parent outreach events.

Strategies to Increase Parental Involvement

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

Several parent meetings will be held to ensure that parents understand the graduation requirements. Periodically, graduation requirement and state assessment information will be sent home with students to ensure that parents are aware of what is expected on their child in order to obtain a Regents diploma, at minimum, within four years of high school.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

During SY 2014-15, the school will provide professional development on socio-emotional issues for students which will result in a 10% decrease in the number of level 4+ incidents as reported in OORS by June 2015 when compared to data for SY 2013-14.

Comprehensive Needs Assessment

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

The school identified analyzed the suspension data for the past three years and the social and emotional needs of our student population. In addition, the school analyzed the data provided in the school survey. The school had 34 level four reported into OORS last year.

Instructional Strategies/Activities

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

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

1. Teachers will create a classroom management plan which will be discussed and posted in the classroom in a highly visible area. Teachers will be given the opportunity to discuss and share strategies to address a variety of classroom behavior issues. Instructional leaders will observe classroom management and provide feedback during informal and formal observations.
2. Peer mediation will be implemented to support student-to student resolution of conflicts. School leaders and staff will emphasize and reinforce relevant school and campus-wide rules, Chancellor's Discipline Code, and utilize principals of successful youth development programs.
3. Development of a weekly attendance team to provide options, assistance, and information to parents and students surrounding, and in support of attendance and lateness issues.
4. Training peer mediators and holding mediation sessions.
5. Identifying students with low attendance and that are at risk for not graduating and providing one-on-one counseling and tailored action plans for each student.

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

1. Teachers, students, administration
2. Teachers, students, administration, school counselor
3. School counselor, attendance teacher, administration
4. Lenny Perez the parent coordinator runs the school's peer mediation program. Noel Burton from Counseling in schools. Ms. Quincy for Alchemy. Laura Sanchez from Dignity.

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

1. By February 2015, there will be reduction in level 4 OORS reports.

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

1. Work related to this goal is ongoing, September 2014 to June 2015.

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

Partnering with CBO's such as Dignity, Counseling In Schools, and Alchemy

Strategies to Increase Parental Involvement

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

In an effort to ensure that parents possess the tools necessary to assist with their child's success, multiple parent meetings will be held throughout the school year. These meetings will provide parents with the opportunity to gather information regarding city, state and federal standards and assessments. Materials and training will be provided in the areas of math and literacy to enable parents to actively engage in boosting their child's achievement levels. Professional development opportunities for school staff will be offered to improve communication between faculty and parents in order to build stronger relationships between school staff and parents.

Budget and Resource Alignment

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

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

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

Goal and Action Plan #4

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

Annual Goal #4

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

School will implement a system of intervention in order to support students' mathematical skills, in order to increase the Math Regents passing rate for students who fall into the Black/African American or Hispanic/Latino state accountability groups from 48% to 53% for the 2014-15 SY

Comprehensive Needs Assessment

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

49% pass rate for all students taking June 2014 Regents. 48% combined pass rate for targeted accountability groups.

Instructional Strategies/Activities

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

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

1. School will purchase Thinking Through Math Software and use it with all 9th, 10th and 11th grade students.
2. In collaboration with our Network, we will schedule math professional development opportunities for teachers including intervisitation with model math classes in Network schools and professional development workshops.
3. Teachers will examine data as a way of identifying patterns from baseline assessments (MOSL) and student products from benchmark assessments aligned to Common Core Learning Standards. Data will be assessed at intervals to identify students' strengths and weaknesses. In addition, curricular will be revised to meet the needs of all students as teams examine student work against standards based rubrics
4. Formal and informal observations, as well as short classroom visits, will provide frequent feedback to teachers as they implement strategies cultivated during common planning time.

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

1. Teachers, administration,
2. Teachers, administration, and Network coaches

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

1. By February 2015, the math department will have engaged in at least one cycle of inquiry related to developing students' proficiency through Math instruction.
2. By the end of the second trimester, all teachers will have been observed at least twice and have been provided with high quality feedback related to their assessment practice.

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

1. Work related to this goal is ongoing, September 2014 to June 2015.

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

1. Master schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams.
2. Master schedule revised to ensure that there is sufficient time for sustained Professional Development across the school year
3. Master schedule revised to allow multiple meeting times for teams across the week; Admin schedule revised to ensure oversight of work of teacher teams
4. Revise administrations' responsibilities and schedule to allow for frequent observations and targeted feedback.

Strategies to Increase Parental Involvement

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

In an effort to ensure that parents possess the tools necessary to assist with their child's success, multiple parent meetings will be held throughout the school year. These meetings will provide parents with the opportunity to gather information regarding city, state and federal standards and assessments. Materials and training will be provided in the areas of math and literacy to enable parents to actively engage in boosting their child's achievement levels. Professional Development opportunities for school staff will be offered to improve communication between faculty and parents in order to build stronger relationships between school staff and parents.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Tutoring Read 180 Literacy course System 44 literacy course Credit Recovery Summer school Teacher and parental conferences Weekly progress reports Positive reinforcement letters Telephone master conference and announcement SAT prep Advisory and communication arts College presentations, college trips college fairs, Parent coordinator College summit Assemblies and celebration of improvement events	Individual and small group classes. Family and Teacher teams Family and Guidance Counselors Parent Coordinator	Before school with hot breakfast served. During the lunch period with hot lunch delivered. After school with snacks provided. Saturday with snacks provided.
Mathematics	Tutoring Think Through Math software program Credit recovery Summer school Teacher and parents conferences Weekly progress reports Positive reinforcement letters Telephone master conference and announcement SAT prep Advisory and communication arts College presentations, college trips, college fairs Parent coordinator College Summit Assemblies and celebration of improvement events	Individual and small group classes. Family and Teacher teams Family and Guidance Counselors Parent Coordinator	Before school with hot breakfast served. During the lunch period with hot lunch delivered. After school with snacks provided. Saturday with snacks provided.
Science	Tutoring Think Through Math software Program Credit Recovery Summer school Teacher and parents conferences	Individual and small group classes. Family and Teacher teams Family and Guidance Counselors Parent Coordinator	Before school with hot breakfast served. During the lunch period with hot lunch delivered. After school with snacks provided. Saturday with snacks provided.

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

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Our school network CFN 603, has assisted the school with the creation of a professional development program that supports the school's instructional needs based on the information provided by the data of the Quality Review, DYOs, Regents Item Analysis, Learning Environment Survey and Report Card. This campus collaboration also includes an ongoing system of inter-visitations. Our school also has hired the services of educational consultants to provide instructional support for our teachers in the following areas: Literacy, special Ed and English language learners.
Our teachers meet every week in Departments as well in grade teams. Our school attends hiring fairs and participates in the Open Market system to recruit new teachers as well as fill vacancies. In addition, we conduct 90 minutes general staff meetings once a month to build teacher expertise. Our experienced teachers are offered outside professional development and training as well as leadership opportunities,

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).
New and untenured teachers are supported by state-required mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team. All staff will participate in ongoing Professional Development activities that reflect the CCLS both within and outside of the school building. Some of these professional development activities for CCLS will be facilitated by our Network coaches.

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

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The use and coordination of varied funds to meet the intent and purpose of Federal, State and Local services and programs (i.e. STH, violence prevention, etc.) is thoughtfully implemented in accordance with the School Allocation Memo (SAM) for each specific service and program. In addition, the Network budget liaison and specialists work with our school leaders to ensure that all students are properly and regularly serviced to ensure that they can fully participate in the school community and have the resources necessary to ensure their success.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

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.
Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teachers' surveys, observation data, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that are assessments are measuring what

we are teaching in the classrooms, content, skills, and process.

TA Schools Only

Use of Program Resources

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

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).
NA

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

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

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

Parent Involvement Policy (PIP)

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 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>High School for Excellence</u>	DBN: <u>09X404</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: 90
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: 3
of certified ESL/Bilingual teachers: 3
of content area teachers: 0

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: After School and Saturday: As many of our ELL students have just arrived in this country and SRI tests indicate that these students are reading significantly below grade level we have determined the necessity of implementing after school and Saturday sessions for these students.

•Students to be served: all immigrant students in grades 9-12

•Schedule: February 2014 - June 2014.

Twice a Week (Monday, Wednesday, and Saturday); 2 hours per session after school: 3 pm - 5 pm; Saturdays 9 - 12

•Language of instruction: English, with native language support (bilingual glossaries, translated texts, bilingual audio media materials)

•Teachers: 3 (ESL)

•Resources: translated texts, supplemental core subject reading materials, bilingual classroom libraries, standard-based instructional materials.

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: Ongoing professional development is a priority in our school community. Throughout the school year, the ESL teachers frequently attend ELL related professional development sessions. Content area teachers are also encouraged to attend professional development that will support their instruction of ELLs in their classrooms.

Monthly, the ESL teacher meets with content area teachers afterschool to discuss research based strategies that can be implemented in all content area classrooms. Such strategies include scaffolding techniques, differentiated instruction, testing accommodations, ESL/ELA common core learning standards and performance indicators, academic language for ELLs; SWD ELLs and differentiated instruction for ELLs in the content area. Title III will fund the five one-hour workshop, from February to June. One ESL teacher will facilitate and 10 content area teachers of ELLs will attend the one hour workshops after school. The workshops will enhance and support the instruction of all immigrant

Part C: Professional Development

students across all disciplines.

In House PD Times: Department meetings: bi-monthly; Grade Team Meetings: 1/ week; Faculty Meetings once per month; per session after school sessions

Providers: Q-Tell , Bank Street, UFT, Literacy Coaches (Halima 'Toure and Frederick Mann)

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: The Parent Engagement Program will include 2-hour sessions, to be hosted by the Guidance Department and the Principal, on graduation requirements, at no cost to Title III, interpreting transcripts, how parents can help in their children’s education, and what resources are available to them and their children to succeed in school.

Activities Parents will be engaged in:

- Revision and Inquiry of student academic transcripts
- Analysis of financial aid information for funding a college education
- The learning of specific strategies to assist their child’s education
- Writing workshop for parents of ELLs seeking to develop and or improve their writing skills

Frequency of parent workshops: 2 Sessions; 2 hours per session;

Schedule: Once a month after school, the 3rd Friday of every month, at 4:30 - 6:30, School Leadership Team meets with the Parents ssoiation, we provide information about community based organization to parents of ELL's

Facilitators: Guidance Counselors, Principal, parent coordinator; ESL teacher

Notification: Parents will be notified of workshop sessions through parent letters, flyers, student letters, and calls. All printed materials and oral communications are provided in English as well as in the parents’ preferred language of communications.

Part E: Budget

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

Allocation Amount: \$0

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 	_____	_____

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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 listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	0	_____
Other	0	_____
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 404
School Name School For Excellence		

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 Carmen Bardeguéz-Brown	Assistant Principal Jeff Houston
Coach Martin Kelly	Coach Halima Toure
ESL Teacher Ronald McCormack	Guidance Counselor Richard Goodwin
Teacher/Subject Area Ivan Rozon/Special Ed.	Parent Domingo Rodriguez
Teacher/Subject Area Jose Lopez/English	Parent Coordinator Lenny Perez
Related Service Provider N/A	Other Eulalia Vinas/ Spanish
Network Leader(Only if working with the LAP team) Lawrence Pendergast	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	0	Number of certified NLA/foreign language teachers	1	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)	399	Total number of ELLs	113	ELLs as share of total student population (%)	28.32%
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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														
self-contained										2	2	1	0	5
Push-In										1	1	0	0	2
Total	0	0	0	0	0	0	0	0	0	3	3	1	0	7

B. ELL Years of Service and Programs

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

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

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

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	32	0	0	17	0	0	64	0	0	113
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE										30	31	30	22	113
TOTAL	0	30	31	30	22	113								

*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										27	27	29	21	104
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										3	4	1	1	9
TOTAL	0	30	31	30	22	113								

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										5	7	5	0	17
Intermediate(I)										5	7	6	4	22
Advanced (A)										14	5	3	6	28
Total	0	24	19	14	10	67								

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	25			
Integrated Algebra	50			
Geometry	0			
Algebra 2/Trigonometry	0			
Math _____	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	40	25		
Physics	0			
Global History and Geography	40	25		
US History and Government	30	25		
Foreign Language	0			
Other _____				
Other _____				
NYSAA ELA	0			
NYSAA Mathematics				
NYSAA Social Studies	0			
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The Lab-R. The SRI in Read 180 for English. To measure their spanish literacy our native language teachers of those students evaluate a writing assessment designed to measure the students lieracy skills. In addition those ELLs who have an IEP have been tested through their annuals. The data tells us that many are below reading level (3rd or 4th grade) in their own language. We have trained 6 of our

- teachers in Q-tel . The entire teaching staff participated in the International schools PD and we have hired two literacy coaches.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Incoming 9th graders are coming in at advanced levels and older new students are coming in at beginners level.
 3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Programing. Teachers need support through staff development which is provided individually.
 4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

A. The students test better in their native language
B. To make plans for the class and for the after school program
c. That we need to conduct more PD and support intervistation with the International schools
 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs.](#))
Paste response to question here:
 6. How do you make sure that a child’s second language development is considered in instructional decisions?
Teachers adapt their lessons to support the language needs. Eg. : Texts in spanish, Aim in Spanish
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

Paste response to questions here:
 8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Graduation and passing the NYSESLAT

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC.](#))
LAB-R:
Our Parent Coordinator works collaboratedly with the school guidance counselor and ESL teacher to administer the HLIS,informal oral interviews are conducted in the school guidance suite. The formal initial assessment is conducted in the school library by our ESL teacher.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Our Parent Coordinator meets with parents and review all the different modalities .
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\].](#))
Parent coordinator meets and distributes letters and entitle letters to all new parents.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

- After consultation with the parents we assess the student's language and academic needs and create a program that supports them.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Upon consultation with our ESL teacher and a detail analysis of the student's academic performance we create a schedule and then followed it.
 6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. *①*
Parents decide to stay in our school because they believe that our Literacy program supports their child academic and language needs. In addition, the students demonstrate continuous academic improvement.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
1. We have an ESL instructional program that uses a variety of approaches - push-in, pull out, and self-contained ESL classes.. We have three teams that serve ELLs: a split 9th/10th team, with the idea that ELLs benefit from having the same teachers for multiple years, the 11th grade team, and the 12th grade team. All ELLs (whether they are short-term or long-term ELLs) in the same grade level are put into one block that follows the same schedule and all ELLs in these blocks receive enough support to be in compliance with CR PART 154. The main component of our program is collaborative team teaching that occurs between content area teachers and the ESL teachers. Both teachers plan together with the special needs of ELLs in mind and implement the lesson cooperatively.

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

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

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

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

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

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

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

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

Currently we have 113 ELLs; they range in skill levels from beginner to advance. All but twelve come from Spanish-speaking households. Based on the results of the spring 2013 NYSESLAT Exam most of the ESL students at SFE scored higher on the Listening and Speaking section of the exam than the Reading and Writing section. This is partially explained by the fact that the large majorities of our ELLs are Long Term ELLs and have been receiving ESL or bilingual services for 6 or more year. They are orally proficient in reading but have not mastered the academic literacy that is required for them to pass the NYSESLAT or be successful in the content area classroom. In addition, we have a few ELLs who are not yet orally proficient in English whose needs are somewhat different than the Long Term ELLs and other ELLs who are already proficient in English; therefore, we have attempted to create a Language Allocation Policy that provides the coherence needed to create a standard understanding of how language is used in the classroom while at the same time providing the flexibility to meet the needs of a wide range of student language proficiency.

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

We also have self-contained ESL classes. Students are programmed for the class based on their skill levels from the NYSESLAT and in-school assessments. a. After a student is identified as SIFE, we schedule ESL teachers to provide three periods a week for

homework help and content assistance. These classes are used to help students understand the content and keep up with the work of their core content classes. ESL teachers interact with content teachers to see which students need the most help in various subjects.

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

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

Principle Two: Academic Rigor

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

Principle Three: Use of Two Languages

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

Principle Four: Explicit ESL and ELA Instruction

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

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

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English

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

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

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

Courses Taught in Languages Other than English

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

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

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

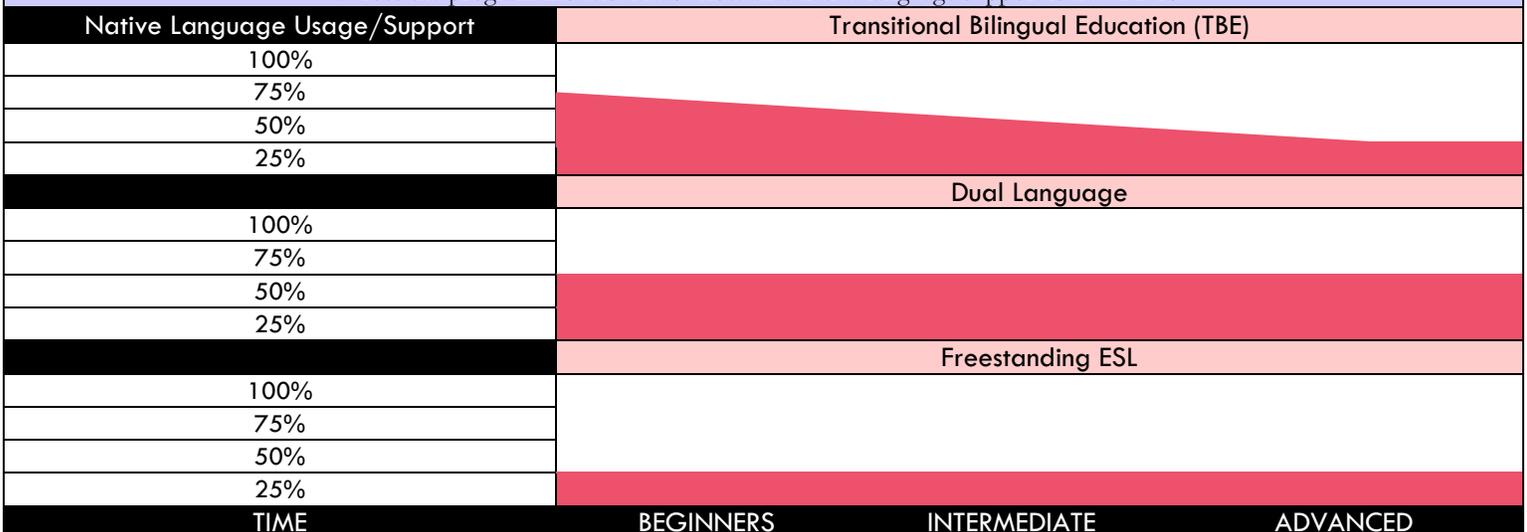
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

We provide a variety of intervention services.

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

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

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

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

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

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

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

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

No programs that are offered are being discontinued.

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

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

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

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

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

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

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

There is a poetry elective available for ELL's.

19. For schools with dual language programs:

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

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

To encourage parent involvement at SFE we:

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

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

conduct outreach activities and training parents;

distribute all notices in English and Spanish;

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

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

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

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

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

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

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

4. Translators are available at all parent meetings.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: School For Excellence

School DBN: 09x404

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 09X404 School Name: School for Excellence

Cluster: 6 Network: 603

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

translated into Spanish.