

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

29Q265

School Name:

EXCELSIOR PREPARATORY HIGH SCHOOL

Principal:

LILLY LUCAS

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: EXCELSIOR PREPARATORY HIGH SCHOOL School Number (DBN): 29Q265
Grades Served: High School
School Address: 143-10 Springfield Blvd, Queens, NY
Phone Number: 718-525-6507 Fax: 718-525-6276
School Contact Person: Jemande James Email Address: Jjames12@schools.nyc.gov
Principal: Lilly Lucas
UFT Chapter Leader: Nick Rimpici
Parents' Association President: Sue Burgher
SLT Chairperson: Lilly Lucas
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Sue Burgher
Student Representative(s): Jonathan Jovin
Theara Graveney

District Information

District: 29 Superintendent: Michael Prayor
Superintendent's Office Address: 1600 Rockaway Parkway Brooklyn, NY 11236
Superintendent's Email Address: mprayor@schools.nyc.gov
Phone Number: 718-290-8675 Fax: 718-290-8690

Borough Field Support Center (BFSC)

BFSC: _____ Director: _____
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lilly Lucas	*Principal or Designee	
Nick Rimpici	*UFT Chapter Leader or Designee	
Sue Burgher	*PA/PTA President or Designated Co-President	
Renee Dailey	DC 37 Representative (staff), if applicable	
Sue Burgher	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Jonathan Jovin	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Theara Graveney	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christine Hughes	Member/ Parent	
Natasha France	Member/ PTA Vice President	
Joan Crawford	Member/ Parent	
Leightoya Johnson	Member/ Teacher	
Rockeia Graham	Member/ Teacher	
Kevin Standard	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Renei Johnson	Member/Staff DC 37	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

Excelsior Preparatory High School is a small school of about 494 students located in Springfield Gardens section of Queens. Excelsior Preparatory High School's student population is predominantly black with an ELL population of 27 and students in a least restrictive environment population of 45.

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

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

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

One challenge we face as a school is that our college and career readiness index shows that while we are graduating some 75% of our students, they are not all college ready. To increase our college and career ready index we have begun to offer regents prep to students who need to retake the algebra and English regents. We are also encouraging newly eligible students to take college now courses. We currently offer free SAT prep to students as an after school program. It is our hope that with the implementation of these programs students will be better for the challenges of college and career.

29Q265 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	493	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2014-15)					
# Visual Arts	7	# Music	5	# Drama	N/A
# Foreign Language	9	# Dance	N/A	# CTE	1
School Composition (2013-14)					
% Title I Population	68.7%	% Attendance Rate			88.4%
% Free Lunch	68.1%	% Reduced Lunch			10.8%
% Limited English Proficient	4.8%	% Students with Disabilities			18.3%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.8%	% Black or African American			83.3%
% Hispanic or Latino	10.0%	% Asian or Native Hawaiian/Pacific Islander			4.0%
% White	0.6%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.28	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)			3
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			18.8%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)			10.04
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	76.4%	Mathematics Performance at levels 3 & 4			87.0%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	76.6%	% of 2nd year students who earned 10+ credits			82.5%
% of 3rd year students who earned 10+ credits	76.6%	4 Year Graduation Rate			85.1%
6 Year Graduation Rate	84.4%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	N/A				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools Element – Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

On April 15, 2015 our school had a Quality Review. The Quality Review provided commendations and recommendations which were aligned to five indicators under the categories of Instructional Core, School Culture and Systems for Improvement.

The Quality Review deemed us well developed in indicators 1.1 (Curriculum), 3.4 (High Expectations), and 4.2 (Teacher Teams and Leadership Development). The Quality Review also identified indicators 1.2 (Pedagogy) and 2.2 (Assessment) as proficient. The Quality Review recommendations suggested the following critical attributes would provide evidence that our strategies and practice are well developed

- 1) Implementation of the instructional focus and shared beliefs around pedagogy should be observed in all classrooms. (1.2 Pedagogy)
- 2) High quality support should be observed in all co-teaching classes. (1.2 Pedagogy)
- 3) Students should be taking part in student centered high level discussion across all classrooms. (1.2 Pedagogy)

These suggestions were integrated into our annual goal below

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a 10% increase in student performance against selected standards of the subject specific MOSL exam rubrics

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Subject specific MOSL exams will be given to all students over a 4 day period in October (October 20, 2015-October 21, 2015)</p>	<p>All Students</p>	<p>October 20, 2015 October 21, 2015</p>	<p>All Teachers and Administrators</p>
<p>MOSL exams will be graded and student assessment data will be aggregated to discover trends in student performance.</p>	<p>All Students</p>	<p>October 26, 2015- October 30, 2015</p>	<p>Teachers and Data Administrator</p>
<p>Inquiry Team and Grade Team leaders will meet 3 to 4 times a week to:</p> <ol style="list-style-type: none"> 1) Analyze student assessment data 2) Identify the standards across the subjects that student did poorly in via item analysis 3) Select target population (students in the lowest third who have 85% or higher attendance). The target population may change depending on the findings from our item analysis 4) Develop and implement instructional strategies to address the selected standards 5) Monitor student performance by analyzing student work during grade team meetings and professional development workshops. 6) Administer mid-year MOSL exam March 2016 7) Repeat steps 1-4 <p>Administer final MOSL exam by the third week of May 2016</p>	<p>students in the lowest third who have 85% or higher attendance</p>	<p>October 20, 2015-May 2016</p>	<p>Grade Team Leaders, Inquiry Team Leaders and Teachers</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. Student performance on the mid-year MOSL exam will serve as our mid-point benchmark. 2. Between December 2015 and March 2016 student work aligned to the standards of the MOSL exams will be analyzed to gauge student progress.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools Element – Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

This academic year our 9th and 10th graders are mandated to take the Common Core exams in ELA and Math. It is imperative that parents are informed about these College Career Readiness Standards so they could support their children externally.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Strategy-School will provide strategic outreach that will maximize increased parent attendance for school and community related events.</p> <p>1. Activity- guidance counselors will schedule five meetings throughout the school year for parents and caregivers on the common core curriculum partnerships, relationship building between school and family.</p>	<p>Parents</p>	<p>October 2015-May 2016</p>	<p>Guidance Counselor</p>

2. Activity-guidance counselors will assist parents to complete three self- reflections regarding their knowledge on the common core curriculum.	Parents	October 2015-May 2016	Guidance
3. Activity-administration and guidance will schedule at least 6 parent and school meetings for example: Grade Team Meetings, Curriculum Night, Title One Parent meetings, and PTA meetings. In addition, parents of students who are most at risk will be invited to a series of four workshops which will target community	Parents	October 2015-May 2016	Administrator, Guidance Counselors, Grade Teams
4. Activity-Guidance counselors and school staff will to provide access and resources (Skedula) to be made available to parents on a daily basis to monitor student progress. 5. Activity-Guidance counselors and administration will identify needed areas of improvement and make once weekly continued outreach for parent support (mailings, phone master, Skedula, etc.) to increase parental involvement, with particular attention to students who are high risk.	Parents	October 2015-May 2016	Teachers, Guidance Counselors, Computer Technician
6. Activity-Social worker and guidance schedule on an as needed daily			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ol style="list-style-type: none"> 1. By December 2015, there will be a 2% increase in parent attendance from increased parent outreach. 2. By February 2016, there will be a 3% success rate in parent completion of self-reflections. 3. By February 2016, there will be a 3% increase in parent attendance from increased parent outreach. 4. By June 2016, there will be a 2% increase in 10 grade students who receive a 65 or greater in 4 or more of their classes) 5. By June 2016, there will be a 2% decrease in student suspension rate. 6. By February 2016, all guidance counselors will have completed detailed student profiles on all at-risk students.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools Element – Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers will participate in ongoing Professional Learning designed to improve teacher pedagogy through aligned curricula and practices that assist them in engaging students in appropriately challenging tasks that demonstrate higher-order thinking skills as evidenced through documented Instructional Rounds and Professional Learning. Teacher teams will engage in analyzing key artifacts such as assessment data, student work and Measure of Teacher Performance data to make adjustments in their teaching practice such that:

1) 70% of the teachers that received an overall rating of effective in questioning and discussion techniques (Component 3b) for SY 14-15 will receive an overall rating of effective in using assessment in instruction and engaging students in learning (Component 3c and 3d) by June 2016.

10% of the teachers that **did not** receive an overall rating of effective in questioning and discussion (component 3b) for SY 14-15 will receive an overall rating of effective in component 3b by June 2016

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>We will use observations by administrators and inter-visitation observations conducted by teachers to assess alignment between teacher practice and the aforementioned components of the Danielson Framework.</p>	<p>Teachers</p>	<p>November 2015-May 2016</p>	<p>Assistant Principals</p>
<p>There will be 3 cycles of inter-visitation per semester. In cycle 1, administrators will select components of the Danielson Framework that teachers must use as a lens during their inter-visitation. This component was selected because it was deemed the component that the particular teacher needed the most support in. In cycle 2, teachers are to visit a class outside of their discipline. In cycle 3, teachers are allowed to visit any teacher they want.</p>	<p>Teachers</p>	<p>Cycle 1 November 2015 Cycle 2 February 2016 Cycle 3 May 2016</p>	<p>Principal and Assistant Principals</p>
<p>Composite low inference observation data from administrator observations and teacher visits will be used to share best practices .</p>	<p>Teachers</p>	<p>November 2014-May 2016</p>	<p>Grade Team and Inquiry Team Leaders and assistant principals.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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We will look for effective to highly effective ratings under each component in Advance's Teacher Level MOTP Detail report at the end of each observation cycle. We will also look for best practices from the findings of the teacher inter-visitation observations to see whether they are being implemented with fidelity in our classrooms

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools Element – Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

Since 2013-2014 we have had an instructional focus around writing across the disciplines. During last year, all departments created and used instructional strategies to support writing across the disciplines. This year all subject areas will continue to develop and use subject specific instructional strategies to support writing across the disciplines.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, school leaders will make strategic decisions to organize programmatic and human resources to support “Writing across the disciplines using evidence to support claims, generate hypothesis, pose arguments and solve real world problems”

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Usage of the P.A.C.E, R.A.F.T, S.P.R.I.T.E and I.A.A.S strategies across the disciplines to ensure that students are writing argumentative essays</p>	<p>All Teachers</p>	<p>October 2015-June 2016</p>	<p>Grade Team Leaders, Inquiry Team Leaders and Assistant Principals</p>

<ul style="list-style-type: none"> • 5th period, Monday through Friday, will be dedicated to common planning time and professional development. This time will be used for Sped Co-planning, Grade Team Meetings, Subject Team Meetings, A.I.S, Pupil Personnel Meetings and our School Instructional Improvement Team. These teams will meet to collaborate, plan, and discuss strategies to support all learners (i.e. SWDs, ELLs) in writing. • This time will also provide opportunity for our teachers to engage our differentiated professional development menu. These workshops are geared towards supporting our mission statement and instructional focus. • Saturday Academy, AIS and after school courses will be “skills driven” to provide remediation and/or enrichment to all students. 	All Teachers and All Students	October 2015-June 2016	All Teams and Administration
<ul style="list-style-type: none"> • Our S.I.I.T Team (School Instructional Improvement Team) will use the collaborative inquiry process to identify trends in student performance and design instructional strategies that address improving student outcomes around writing across the disciplines. 	S.I.I.T team and administration	October 2015-June 2016	S.I.I.T team and administration
<ul style="list-style-type: none"> • On-going communication via phone blasts, letter campaigns, Skedula, the school website, SLT meetings and PTA meetings will keep all stakeholders updated about progress toward school wide goals. 	Parents	October 2015-June 2016	Computer Tech, Data Administrator and Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Saturday School, 9 days X 4 Hour periods X 4 Classes, with one Supervisor. (Paid with P/F and Title III funds) • A.I.S. 5th period (No Cost Associated) • Common Planning time is implemented in teacher schedules (No Cost Associated) • Parent Involvement funds to increase parent participation in the SLT and PTA (Paid with Title I Funds) 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> • By February 2016, each teacher will submit student work for progress analysis • By November 2015, students will be scheduled for Saturday Academy and be notified of classes. • By February 2016, all teachers will implement strategies suggested by the S.I.I.T team to support writing across the disciplines. This will be evidenced by low inference data from observation and student work 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools Element – Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.

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

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016 the principal will continue to ensure that expectations of high academic achievement are communicated to students and families frequently.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Grade Assemblies-</p>	<p>9th , 10th ,11th 12th grades</p>	<p>2 per grade per month</p>	<p>Guidance Counselors</p>

<ul style="list-style-type: none"> • Guidance team meets with each grade once per month to address academic as well as social emotional needs of the population. • Conduct grade specific workshops to provide college information related to college and career readiness. • Used to communicate academic and behavioral expectations throughout the school year. 			
<p>Advisories</p> <ul style="list-style-type: none"> • Students meet with their advisor twice a week to discuss social and emotional issues, character building, conflict resolution, grades, current events and topics related to college and career readiness. 	All Students	September 2015- June 2016	Advisors and Admin
<p>Plans for Success</p> <ul style="list-style-type: none"> • Teacher generated reports that target student who are failing their classes two weeks before the end of each marketing period. This plan contains the following information: <p>Possible reasons for student failure</p> <p>Outreach made to parent and student</p> <p>Specific areas of the curriculum/standards that student hasn't mastered</p> <p>An action plan for student success</p>	All students who are in danger of failing halfway into the marking period	Two weeks before the marking period ends. Two plans for success for each failing student per semester	Teachers and Admin
<p>Gateway</p> <ul style="list-style-type: none"> • Students who meet eligibility requirements for our Gateway will be immersed in rigorous STEM that requires them to maintain minimum GPA of 85, they must take 4 years of math and science, two A.P. classes, participate in outside enrichment opportunities and receive an advance regents 	All students entering with 3 or 4 on NYS ELA and Mathematics exams or students recommended by teachers after 9 th grade.	September 2015- June 2016	Guidance Counselors, Gateway teachers and Gateway advisors.

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p> <p>Grade Assemblies, advisories and the creation of plans for success-no cost associated with this activity. Gateway Grant=10, 500 dollars. Used for books, trips and technology.</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p> <p>Grade Assemblies, advisories and the creation of plans for success-no cost associated with this activity. Gateway Grant=10, 500 dollars. Used for books, trips and technology.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

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

Social Studies	28 students receive remediation in Social Studies lessons; study skills; make-up assignments; Regents preparation.	Remediation, Regents Prep, Writing workshops, PLATO	Small group instruction, one to one tutoring; peer tutoring	After school one day a week from 2:30-3:07 pm Small Group Instruction 5 th period three times a week Small Group instruction Saturdays 9:00 a.m. 1:00 p.m.
At-risk services (<i>e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	70 students receive pull out intervention services in group or one on one during the AIS time if their schedule does not allow during the day or if they need additional intervention	Remediation, Regents Prep, Writing workshops, PLATO	Small group instruction, one to one tutoring; peer tutoring	After school one day a week from 2:30-3:07 pm Small Group Instruction 5 th period three times a week Small Group instruction Saturdays 9:00 a.m. 1:00 p.m.

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<ul style="list-style-type: none"> • Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers. • Collect resumes of highly qualified teachers • The secretary will work closely with the network HR point person to ensure that non-HQT meet all required documentation and assessment deadlines • Mentors are assigned to support struggling and unqualified teachers • A Team is chosen to review candidates resumes and interview the candidates on a panel • After the team has selected a few candidates, candidates meet with the principal for the next level of interview • A Lesson Plan must be provided for a demonstration lesson in the subject area • The demo lesson is observed by administration and a teacher in the content area • The teacher 's performance is discussed and a decision is made to hire or not • References are requested from previous supervisors • A copy of satisfactory ratings must be provided • A copy of portfolio or lesson plans must be provided for reference

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ul style="list-style-type: none"> • Mentors are assigned to support struggling and unqualified teachers • Teachers will receive professional development and department support on ICT and differentiation best practices and strategies • ELL teachers will be scheduled to collaborate with Gen Ed teachers for improved student achievement • Teachers College providing professional development aligned to ELA Common Core State Standards • ISA providing professional development aligned to Math Common Core State Standards • Network to provide ongoing support for teacher team meetings with projects and developing subject wide assessments that align to the Common Core State Standards.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

This year the Principal and School Instructional Improvement Team will be responsible for selecting the MOSL exams that will be administered this academic year.

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

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)

Title I Part A (Basic)	Federal	231,655.00		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,962,123.00		

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with an average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in

effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school’s PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school’s policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[Excelsior Preparatory High 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 the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[Excelsior Preparatory High 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 the school community;

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

School-Parent Compact (SPC) Template

[Excelsior Preparatory High 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 on assessments.

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;

- notifying parents of the procedures to arrange an appointment with their child’s teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child’s class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to 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
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

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

Principal Lilly Narine Lucas	Assistant Principal Hassan Fuller & Rodney Orji
Coach NA	Coach NA
ENL (English as a New Language)/Bilingual Teacher Jacqueline Smartt	School Counselor K. Carter & L. Johnson
Teacher/Subject Area Janelle Cannonier/ESL	Parent Sue Burgher
Teacher/Subject Area	Parent Coordinator NA
Related-Service Provider Nycole Sheffield	Borough Field Support Center Staff Member Marie Rousseau
Superintendent Michael Prayor	Other (Name and Title) NA

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	2	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	527	Total number of ELLs	22	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	11	ELL Students with Disabilities	2
SIFE	2	Developing ELLs (ELLs receiving service 4-6 years)	7	Long-Term (ELLs receiving service 7 or more years)	4

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	11	1	0	7	1	0	4	0	1		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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													1	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2		1		0
Haitian										4	2	2	8	0
French										1		1		0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)										1	0	0	0	0
Emerging (Low Intermediate)										1		1	1	0
Transitioning (High Intermediate)										1	1	1	4	0
Expanding (Advanced)										3	1	1	4	0
Commanding (Proficient)												4	3	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total													1	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	7		2	
Integrated Algebra/CC Algebra	15		10	
Geometry/CC Algebra	1		1	
Algebra 2/Trigonometry Math _____	1		1	
Chemistry				
Earth Science	1		0	
Living Environment	9		4	
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	9		1	
Geography				
US History and Government	7		3	
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tool used to assess early literacy skills will be based on the NYSESLAT Modality Analysis which will determine areas of weakness, which will then determine materials and strategies that can be used to differentiate instruction and improve literacy skills. In conjunction with the NYSESLAT, ELL periodic assessments, NYSITELL, RNMR Modality and MOSL performance assessments are reviewed. In addition, students are administered the Bader Reading and Language Inventory to determine their fluency, comprehension, and phonemic awareness to assist in further instruction to target core issues. This data is aligned to the school's instructional focus by allowing the ELL teacher to target core writing with the students based on their overall reading ability. Upon data analysis, showed that there has been improvement in the academic performance of ELLs, but more importantly allows for specific interventions that could be employed for the individual student.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 ELL students' proficiency levels varied. There were beginners, intermediate, and advanced level students based on the various evaluations administered. It was also noted that there were writing deficiencies that were present not only with the ELL population, but school-wide. There has been a decrease noted in many of the students with respect to writing, which is in part why the school's current instructional focus is on writing. Many students showed improvements moving from entering to emerging and transitioning or transitioning to expanding with few students moving to commanding, and many students progressed over modalities and grade level. Students who take the NYSITELL exam are placed at entering or commanding. 2014-2015 school year, there was a total of 25 ELL students: 8% beginners, 28% intermediate, 28% advance, and 4% proficient and 32% new admits. 2015-2016 school year, we now have a total of 21 active ELL students: 5% entering, 19% emerging, 33% transitioning, and 43% expanding. 7 students in the 2015-2016 school year have met commanding status.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The AMAO tool is used to identify students that are at risk. The data reveal that although our students are earning credits, many are not able to pass Regents exams. As a result, the school graduation rate has been affected. The tool is also used to identify ELL

by subgroup and to create instructional strategies to help them reach English proficiency level as well as in the content subject area. In 2014-2015 school year, 29Q265 made AMAO 1 and AMAO 2.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

Regents exams are provided in both English and the home language. Although students are using the translated version of the exams, students are submitting their answers in English; but have not shown proficiency in the Regents exams. The MOSL exams is used as the periodic assesments and the results are used by the leadership to generate the school instructional focus and by the teachers to adjust instructions. The baseline MOSL data from the 2014-2015 school year showed a deficiency in writing in the population at large and more evident in the ELL population. The MOSL exam is administerd 3 times a year. The baseline MOSL for this year is not yet analyzed.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide*, Support Services for ELLs (RTI and AIS) section and *RtI Guide for Teachers of ELLs*.]
NA
6. How do you make sure that a student's new language development is considered in instructional decisions?
A child's second language development is used to determine techniques and materials for students in their areas of weakness. This will also determine the structure of small groups for instruction. The ELL teacher will determine the necessary support for the students which will include assistance from ELA teachers within the school. The ELL teacher and content area teachers meet during inquiry team time to collaborate and discuss instructional strategies which can be incorporated to support the ELL's during the instructional process. These ELL-friendly strategies are expected to increase comprehension, learning and interaction through modeling, acting out, gesturing, showing diagrams and doing hands-on activities and experiments. The majority of our ELL population speak Haitian-Creole, in Non-ELL classes, these students are often buddied with other students that can articulate their language. ELLS students are provided with glossaries in class and during exams.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
NA
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of the ELL program will be evaluated through the NYSESLAT results, successful credit accumulation as an indicator of classes passed and advancement to the next grade level, Regents examinations passed and graduation rate. In addition, ELLs are further evaluated based on classwork assignments, tests, ongoing formative assessments, and student self-evaluations and assessments.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.
Students are interviewed by the ESL teacher, and other teacher members who also speak the same native language as the student. Home Language Identification Survey (HLIS) is then administered to the parent and child with the assistance of a teacher member who also speaks the same native language. Parents are given the choice of three types of ELL programs-Transitional Bilingual education, Dual Language and Free-Standing English as a Second Language. However, parents are informed that Excelsior Preparatory High School offers only Free-Standing English as a Second Language. If parents would like to enroll in other programs, they are assisted in finding schools which would address their unique needs. The Home Language Identification Survey is explained and is given to the parents to be completed. Assistance is offered as needed. Within 10 days of being admitted to the school, the NYSITELL is administered by the ESL teacher. The parents are informed of the results via letter in their home language . When parents return the letter, it is kept in the file child cummulative record. The students are given the proper units of ENL based on level achieved on the NYSITELL. The NYSESLAT is administered as scheduled by the NYSED. The ESL teacher administers the test addressing the four modalities-speaking, reading, writing, and listening. Spanish speaking students are administered the Spanish LAB, also. Languages spoken by fellow teachers include French, Haitian-Creole, and Spanish which assist in the translation if

necessary. Parents are notified about the NYSESLAT testing schedule in their native languages and English. ELLs must be placed in the parent's program of choice within 10 days of enrollment. Students are immediately placed in the program of choice currently offered by the school with a full schedule.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If a student is suspected of having interrupted education, the student is interviewed using the SIFE oral questionnaire where personal language information, family background, educational history, language and literacy skills are assessed. If the student is considered SIFE, an educational plan is generated using SIFE curriculum.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

For newly enrolled students with IEP, NYSITELL eligibility is first determined by the Language Proficiency Team (LPT). The LPT is minimally comprised of the principal, a certified ENL teacher, The special Education Coordinator, The parent or guardian and a qualified interpreter if needed. The LPT team determines whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal must accept or reject this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent or the superintendent's designee for a final decision. Additionally, the parent or guardian is notified within 3 school days of the decision in their preferred language. If the superintendent determines that the student must take the NYSITELL, the school administer the NYSITELL . The form titled Language Proficiency Team NYSITELL Determination Form is completed and placed in the student's cumulative folder.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

Once NYSITELL test results are received from the NYCDOE, letters are sent via mail and back pack to parents in native languages available. Note that entitlement letters from the NYSITELL passed on the hand-scored result in addition to the ATS result. The RNMR report as well as the RFLG are used in conjunction with other ATS reports which are part of the student's permanent record file. We also follow-up via telephone calls, and monthly letter updates and emails from the ESL teacher. Letters are generated by ESL teacher. These records are maintained in files by ESL teacher.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

If a parent believed that their child is misidentified as an ELL, they must submit written request to reidentify the child. Once the written notice is received, the reidentification process begins. A review of the ELL status is initiated. Based on the recommendation of the qualified personnel, the principal determines whether to change the ELL's or not. Written notification of the decision in the parent's preferred language is sent to the parent or guardian. All pertaining documentations are kept in the child cumulative folder and a copy with the ESL teacher.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Parent /student orientation sessions are given where program placement options are presented with clarity in both Home Language and English by qualified teachers during the intake process. In order to determine that parents understand the programs, the school provides a parent orientation session where program placement options are presented with clarity and objectivity both in English and the Home Language by the ELL coordinator, Guidance Counselor, and translator as needed. All forms are translated in the Home Language as well. The meeting focuses on orienting the parents to the school system and explains program options. A video is presented in the parent's home language which provides information on the current organization of the Department of Education and their right to chose educational options, an explanation of city and state standards, the core curriculum, assessments, student expectations, and school program requirements. Parents are also provided with brochures in their Home Language that explains the three program ELL models within the NYC DOE: Transitional Bilingual Education Programs, English as a Second Language Programs, and Dual Language Programs. Once parents are informed of these options, parents are given a Parent Survey and program selection form whereby they indicate their program choice which is then indicated in the designated ATS (ELPC) function. During this time, the ESL teacher informs the parents and students of the monthly check ins that keep abreast the parent and student improvement of acclimating to the English language as well as entitlement letters. The plan is for all students to achieve higher levels of English proficiency from beginning to ultimately being tested out and deemed proficient in English. Excelsior keeps track for all students for whom parent chose bilingual program. Once the school reaches the warranted number of students needed to form such program. Parents of these students are informed in their preferred language.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.
After parents are informed of the three programs , the school provides the parent with a parent survey and program selection form in their preferred language. The parent has 5 days to complete, sign and return the form. If the parent does not return the form within 5 days, the student is flagged for bilingual placement . The parent choice on the survey and program selection form is entered in ATS (ELPC). All parent notifications are kept in the student cumulative and a copy with the ESL teacher.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The school sends out letter to the parents in their preferred language. Phone calls are made to inform parents that they have not returned the surveys. Both outreach are ILOGGED in ATS and monitored by the ESL teacher. All parent notifications are kept in the student cumulative folder or record and a copy with the ESL teacher.
9. Describe how your school ensures that placement parent notification letters are distributed.
The parent notification letters are given to the student to give to their parents. The letter is also mailed home to the parent in their preferred language. A copy of the letter is also kept in file in the student cumulative folder. The ESL teacher monitors the distribution and collection of all related ELL documents.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Records are filed and maintained by the ESL teachers and Pupil Personnel secretary. Original letters are kept in the main office in the child cumulative folder and the ESL teacher keeps a copy in her room.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Each ELL student is administered the NYSESLAT to determine English proficiency. In order to maintain the integrity of this test administration, security procedures are strictly observed. Test materials are placed in a secure, locked facility when they are received and also after the completion of the day's testing. Someone other than the students' teacher is assigned to administer and score the speaking subtest. The writing subtest is scored by a committee of teachers. No teacher scores more than half of the constructed response question in the students' writing subtest booklet. No ELL teacher nor ELA teacher of the ELL students scores the writing subtest. Based on the administration schedule, as outlined by the State Education Department, the Speaking subtest is administered to students individually at a location separate from other students during the time frame allocated. Any opportunity for make-up test dates are done during the primary administration period. Steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT) are first obtained by using the NYSESLAT Exam history report from the data from the RLAT ATS report. Testing will be administered according to the dates set by New York State. Letters are forwarded to Parents in English and in native language to inform parents of the date of the test administration to ensure that all students are present for the test. The ESL teacher will ensure that every student is given the information of the test. Principals and Assistant Principals will also ensure that students are encouraged to take the test. The four components of the test will be administered and guided by New York State's mandatory dates. Students are allowed the time that they need to complete the test following the test mandates. A make up date is scheduled for absentee students to ensure that all entitled students complete all components of the exam.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
During the first week of September, the ESL teacher generates the RLAT report to identify students in need of Continued and Transitional ESL service. Letters are sent home to the parent in the preferred language and copies are kept in the student cumulative folder and with the ESL teacher.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
Parent Survey and Program Selection forms reveal that parents requested free-standing ESL at their choice of preference. Should the school reach the required number of students to form a bilingual program, Excelsior will implement such program. For the past 3 years, the trends of program choice has been primarily ESL. This year we only had one new admit ELL, and the parent chose ESL.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.
All ELLs are programmed for the mandated units of ESL. Students at the Entering and Emerging levels receive instructions together via the stand alone model with the ESL teacher. Students at the transitional, expanding and commanding level are scheduled for one period of integrated ENL through ELA.
 - b. TBE program. *If applicable.*
NA
 - c. DL program. *If applicable.*
NA
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
Students are programmed according to classes for mandated periods: Entering and Emerging have 3 classes per day each week; transitioning have 2 classes per day each per week; expanding and commanding have 1 ESL class per day each week and 1 ELA class per day each week. Students are programmed based on their level of proficiency performance as indicated on the RLAT report as measured by the NYSESLAT
3. Describe how core content is delivered in each program model. Specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
All content areas are taught in English, however teachers differentiate instruction to accommodate ELL students. Dictionaries, glossaries, and specific vocabulary for subject areas are also used, and scaffolding techniques. The ESL teacher and the content area teachers meet to discuss students' progress and to assist with techniques of how to work with ELL students. Teachers are also encouraged to participate in workshops and professional development related to quality teaching for English Language Learners. Content areas deliver instruction following the standards for ELL, ELA and the Standards for specific content areas. This is accomplished through the use of a differentiated instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping as well as ensuring that students practice opportunities and expectations for independent applications to help student meet and/or exceed NYS and city standards. Leveled reading materials , manipulatives, graphic organizers, non-verbal and context clues are utilized to provide meaning for instruction and to promote success
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
By evaluating foreign transcripts, by administering the NYSITELL, and by utilizing Teachers with the same native language for translation services and academic support. Additionally the spanish LAB is administered to new Spanish Speaking students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year through assessment in each modality. The ESL teacher administers the test addressing the four modalities-speaking, reading, writing, and listening. Based on testing results that have been analyzed, students are given a learning style survey in which the ELL teacher gleans information on the to introduceand to infuse engagement that aligns with all four modalities. Students will be given interim assessments which are aligned to the curriculum based on tasks aligned to the four modalities. The data from these tasks will be montiored and adjusted for frequent check-ins which will warrant student growth and need for additional strategies and interventions which will assist in preparation for the NYSESLAT.
6. How do you differentiate instruction for each of the following ELL subgroups?
 - a. SIFE
 - b. Newcomer
 - c. Developing
 - d. Long Term
 - e. Former ELLs up to two years after exiting ELL statusA SIFE students will attend one-on-one tutoring, read aloud activities, phonemic awareness instruction, fluency, spelling, guided reading and writing, modeled writing, shared writing, audio books-listening, pronunciation and reading, visual opportunities through technology and film and the use of manipulatives. The use of the native language will be an integral part of the academic intervention.

b. The school will give Newcomers many opportunities to read and write in meaningful contexts, in their first and second languages. Draw on effective strategies for increasing literacy skills in their native language, that will promote English

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

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

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

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

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

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

e. All ELLs that have reached commanding levels for up to 2yrs received .5 unit of integrated ENL through ELA. They also receive all ELLs testing accommodations in addition to counseling.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Parents, and students of 18 years old and older are informed during parent orientation of their right to appeal the ELL status decision made at the school level within 45 school days of enrollment. The ENL teacher along with their Guidance counselor and advisor meet periodically to assess student progress to ensure that the academic progress has not been affected.

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

Instruction and grade level materials teachers use that both provide academic content areas and accelerate English language development include: Jigsaw reading techniques, Round Robin, Think-Pair-Share, double-entry journals, differentiated instruction, scaffolding appropriate text level readers, and the use of native language materials. The ENL teacher provide the mandated unit of instruction and differentiate the delivery according to student's IEP. Currently we do not have any ELL_SWD that requires bilingual placement. However, should we enroll such student, a language Para will be provided.

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

Curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment includes weekday after-school programs. Students who are ELL-SWD are enrolled in ICT classes. The lessons are redifferentiated to meet the individual needs of students. The instructional strategies include cooperative learning, role-

Chart playing, the use of modeling, graphic organizers and visuals, concept mapping, vocabulary and language development, guided interactions, scaffolding and the use of computer assisted instruction.

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

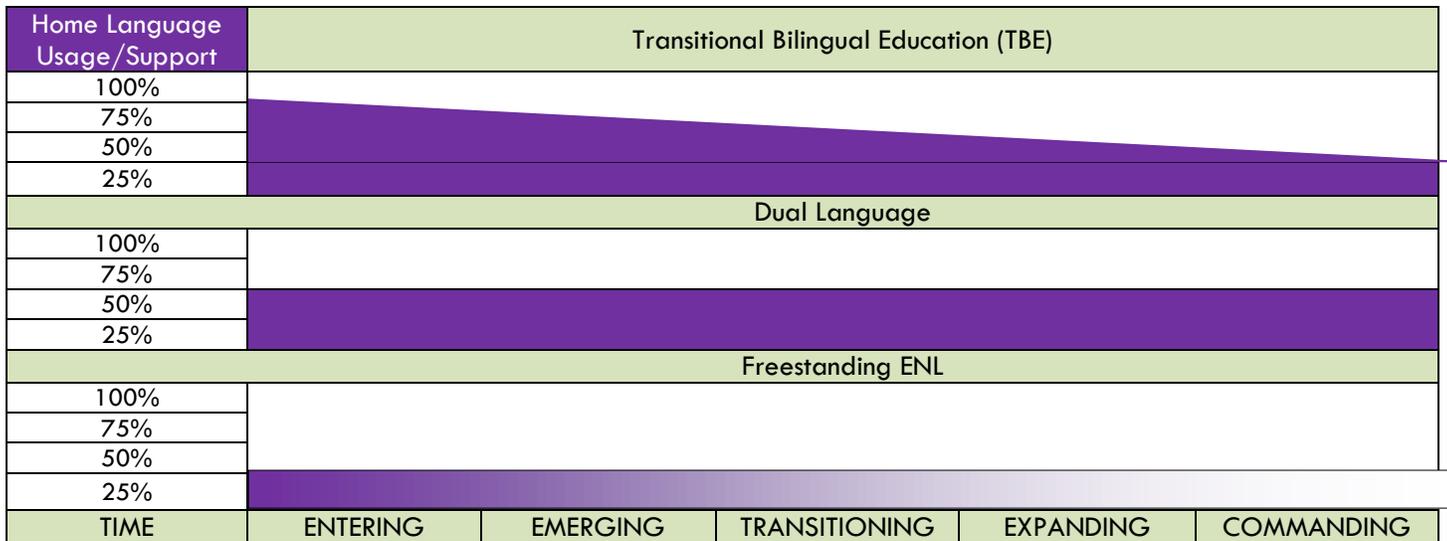


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. Targeted intervention programs for ELLs in ELA, math, and other content areas include after-school programs, small groups according to individual weaknesses. ELLs meet with content area teachers for individual tutoring: ELA, Math, Social Studies, and Science teachers. The use of the native language is reinforced during these interventions in the form of glossaries, bilingual dictionaries and peer-tutoring. The content areas teachers that speak the students' language also provide additional support. Students are selected based on their progress and report-card data. ELL students participate in the After-School tutorials and extended day Saturday Regents review and preparation programs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The success of our program for ELLs are based on graduation rates, classwork, Regents, and NYSESLAT Based on the RLAT data from ATS, we are noting trends, successes, and weaknesses that have to be addressed according to the four modalities and how that data is reflected within current Regent item analysis. The information gathered then is incorporated within cabinet and schoolwide meetings to develop professional development and inquiry around ELL development.
12. What new programs or improvements will be considered for the upcoming school year?
The school will continue to improve the delivery of instruction to support the ELL's in their current content classes so that they will meet and exceed the benchmarks for the Common Core standards. The data gathered from the benchmark assessments will allow for us to continue Tier One interventions within daily class instruction. Excelsior will be implementing the use of Achieve 3000 during this academic year.
13. What programs/services for ELLs will be discontinued and why?
The Liberty Partnership Program college bound program at St. John's University on Saturdays.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL students in our school are encouraged to participate in all school programs including sports, clubs, and shows. ELL students are exposed to school-wide advertisements for all programs. ELL students are encouraged to participate in all school activities. Funding sources for extra-curricular school activities include school per-session budget for staff members. All after-school activities such as clubs, tutoring, sports, and begin at 2:30 p.m. until 4:00 p.m on Wednesdays, Thursdays and Fridays .
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Audio book program entitled "Read 180" is used to assist students in their developing reading skills. This is very suitable for subgroups since students can work in small groups assisted by the use of the audio system. Works of literature are enforced with the use of video produced materials such as "A Miracle Worker," and "A Raisin in the Sun" in text and in video. Teachers of content area use SMART boards, overhead projectors, and power point presentations, as well as glossaries and specific vocabulary to support ELL students. Bilingual glossaries, bilingual dictionaries , buddy system are used as native language support during content instruction.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
The native language support is given through the buddy system where senior ELL students assist incoming ELL students. Encouragement is also given to ELL students by staff members who are native language speakers in other content areas. These are in addition to bilingual glossaries, bilingual dictionaries , buddy system are used as native language support during content instruction.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELL students are placed in grade levels based on the number of credits earned. Grade and age levels are determined as per the evaluation of foreign transcripts. Required services, support, and resources will be identified as per the needs of each individual ELL student. If necessary, students will be directed to the resource center and other one-on-one tutoring.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Activities for new incoming students include orientation where students will receive information in native language such as important areas in the school building, clubs where students can be assigned to a buddy, and peer tutoring using native language as well as English.
19. What language electives are offered to ELLs?
Spanish
20. For schools with dual language programs:
 - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
 - b. In which language(s) is each core content area taught?

- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

NA

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
At Excelsior, the professional development supports the school instructional focus which is Writing across the disciplines using academic vocabulary, reading comprehension and evidence to support claims, generate hypotheses, pose arguments and solve real world problems. Excelsior staff, (Principal, AP's , all content area teachers, the special education teachers, ESL teacher, guidance counselors, para professionals, social worker, and secretaries). They all participate in ongoing, long term targeted professional development with strong emphasis on Vocabulary acquisition, Writing across the disciplines and reading comprehension strategies. Reinforcement of Danielson Framework is also emphasized to ensure high quality of lesson delivery to yield student achievement. In addition teachers from all content areas meet once a week to work on the school inquiry focus targeting low performing students. The targeted population are mainly Ells and English speaking students from the Caribbean. Both subgroups display SIFE like characteristics with low literacy skills. As such Excelsior is implementing Achieve 3000 and will receive intensive professional development from the vendor.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
All teachers at Excelsior are teachers of ELLS. Professional development is offered in argumentative writing, using counterclaims, using evidence, vocabulary acquisition and questioning techniques.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Through our advisory curriculum, the staff is provided with materials that intergrate all students into discussions and assimilation of the school culture.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
Professional development is provided every Monday as per Chancellor's Regulations. Meeting agendas and minutes are archived electronically through Google docs.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?
Parents of ELLs are scheduled for a conference with the Guidance Counselor, the ELL teacher and content area teachers to discuss student progress once a year. If a student is failing more than 2 classes in a marking period, failure notices are sent to the parent in their preferred language and parents are recommended to attend a conference to create a plan of action for the student. At this meeting parents are provided with their child's transcript to discuss the child advancement toward credit accumulations, Regents exams needed and graduation. During this meeting translators are available if needed.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.
Parents are called to scheduled an appointment and a letter is sent home in their preferred language to confirm the day and time of the appointment. A copy of the correspondence is kept in the student cumulative record and with the ESL teacher. The phone call is also ILOGGED in ATS.
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Parents are involved in Saturday workshops where they are given information about the New York City Secondary Education policies for attendance, graduation, and discipline. Parents are also invited to participate in festives activities such as International dinner night, concerts, talent shows that takes place after-school activities . In addition, parents are invited to attend financial aid night, curriculum night and college application process. Letters of invitations to all functions are provided in English and in the parent preferred language.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
N/A
5. How do you evaluate the needs of the parents?
Evaluation of the needs of parents are done during Parent-Teacher conferences, PTA meetings, and continuous outreach during the school year. Translation services are utilized when necessary. Parents provide their feedback after each event so that their needs can be evaluated.
6. How do your parental involvement activities address the needs of the parents?
Parental involvement activities such as Saturday workshop through the PTA ensure that the parents are aware of NYCDOE policies regarding discipline, attendance, Regents and graduation requirements. Financial Aid night, College admision process, SAT guidelines enables the parent to be aware of the college process. Workshops in our online grading system allow parents to keep track and monitor their child progress.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: <u>Excelsior Preparatory High Sch</u>		School DBN: <u>29Q265</u>	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lilly Narine Lucas	Principal		9/8/15
Hassan Fuller	Assistant Principal		09/08/15
	Parent Coordinator		9/8/15
Jacqueline Smartt	ENL/Bilingual Teacher		09/08/15
Sue Burgher	Parent		9/8/15
Janelle Cannonier	Teacher/Subject Area		9/8/15
Dimian McKenzie	Teacher/Subject Area		9/8/15
	Coach		
	Coach		
Katrina Carter	School Counselor		9/8/15
Michael Prayor	Superintendent		9/8/15
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 265 School Name: Excelsior Preparatory High School
Superintendent: Michael Prayor

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We collect language preference information and other pertinent data during our intake interview process. The Home Language Identification Survey is explained and is given to the parents to be completed. Assistance is offered as needed. When the parent returns the blue card, the preferred language of communication is checked and parents who express that the method of communication is other than English, the pupil accounting secretary makes a note of it in ATS and when the phone messenger sends out notices, it is translated for the parents when applicable.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English and Spanish

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Parent Teacher conference announcements
Military opt-out letter
Condom distribution letter
Failure notice
Regents exam notifications
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2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Parents-Teacher Conferences (November and March), Curriculum Night(September), Guidance meeting (at the end of Marking period 3 for the first semester in January and Marking period 4& 5 for the second semester.)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Excelsior has staff who speak the preferred language of the parents, therefore, translation is provided in-house.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Interpretation services are provided in house by school staff over the phone.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the beginning of the school year the A.P. of Organization distributes documentation notifying all staff of our translation and interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor’s Regulation A-663. Note: The full text of Chancellor’s Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents’ Bill of Rights
- Parents’ Guide to Language Access
- Language ID Guide at security desk and main office

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Parent survey will be distributed and collected at the end of events on a periodic basis to assess the quality of available services.