

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

09X250

School Name:

EXIMIUS COLLEGE PREPARATORY ACADEMY: A COLLEGE BOARD SCHOOL

Principal:

JONATHAN DALY

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Eximius College preparatory academy School Number (DBN): 09x250
Grades Served: 9-12
School Address: 1363 Fulton Avenue, Bronx, NY 10456
Phone Number: 718-992-7154 Fax: 718-293-0308
School Contact Person: Laquitta Maysonet Email Address: lmaysonet@schools.nyc.gov
Principal: Dr. Jonathan P. Daly
UFT Chapter Leader: Bhoj Totaram
Parents' Association President: Natalia Leon
SLT Chairperson: Marleily Vargas
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Natalia Leon
Student Representative(s): Michael Reid
Naomi Guzman

District Information

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

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: 718-741-7776 Fax: 718-741-7098

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)
Dr. Jonathan P. Daly	*Principal or Designee	
Bhoj Totaram	*UFT Chapter Leader or Designee	
Natalia Leon	*PA/PTA President or Designated Co-President	
James Soto	DC 37 Representative (staff), if applicable	
Lilly Akuetiemhe	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Michael Reid	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ranaldo Russell	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Alcibiades Gonzalez	Assistant Principal	
Ryan Cavan	Teacher	
Christopher Keriazis	Teacher	
Maria Prado	Parent	
Jeanette Noriega	Parent	
Isabel Rodriguez	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Gloria Small	Parent	
	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.

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

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

- Based on our school's previous college matriculation reports, we realized that as a school community we must make changes to have students accepted to the country's top colleges and universities. As a result of our outreach with New York University, 12 of our students have received full scholarships to the institution. Meaningful objectives, academic intervention services, and benchmarks need to continue to be in place so that students will graduate. Students also need to have a voice in their college and career readiness plan. Students should be able to articulate their areas of difficulty and how they learn best so instruction can be differentiated.

- We partner with CFES (College For Every Student) in order to achieve this goal. We were awarded with the CFES "School of Distinction Award" for the 2013-2014 school year. Monitoring needs to begin in the 9th grade. The college and career plans of our students need to be assessed and reevaluated on a yearly basis. The 9th graders will fill in college applications in their social studies classes. These applications will be reviewed by CFES and then students will continue with this work throughout high school. Any pertinent information from the application essays will need to be brought to the attention of the college and career advisor, the counselors, and the intermediaries so they can have individual discussions with students. Students receive mentoring, youth development, and college and career exploration through our partnership with CFES.

- We have a college and career advisor. He works in conjunction with the senior guidance counselor. We placed his office in the senior guidance office suite since the support of the families and assistance for counselors who encourage students to make the right choices is essential for students to get into their desired schools. Even though we are still developing the effectiveness of this office, we have seen a larger number of students seeking support with college applications and scholarship opportunities. He is working with the guidance department to create a college/career fair each semester which will expose all students, including our ninth graders, to the opportunities available to them. Also, being college and career ready means our students must become regularly exposed to more rigorous instruction and more critical feedback. It also means that teachers need to redesign their instructional plans and come to the realization that effective teaching has true impact. Teachers learn about increasing the rigor in their classrooms and redesigning their lesson plans and curricula during their common meeting time that occurs every day.

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

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

09X250 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10,11,12	Total Enrollment	449	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	9	# Integrated Collaborative Teaching	37
Types and Number of Special Classes (2014-15)					
# Visual Arts	5	# Music	7	# Drama	2
# Foreign Language	16	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	85.0%	% Attendance Rate			89.0%
% Free Lunch	86.3%	% Reduced Lunch			6.4%
% Limited English Proficient	9.9%	% Students with Disabilities			20.6%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.2%	% Black or African American			42.3%
% Hispanic or Latino	56.0%	% Asian or Native Hawaiian/Pacific Islander			0.5%
% White	0.7%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.15	# 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)	3.3%	% Teaching Out of Certification (2013-14)			10.9%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)			7.31
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	78.9%	Mathematics Performance at levels 3 & 4			76.5%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	88.1%	% of 2nd year students who earned 10+ credits			71.6%
% of 3rd year students who earned 10+ credits	80.3%	4 Year Graduation Rate			84.9%
6 Year Graduation Rate	87.9%				
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			N/A
Hispanic or Latino	YES	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				
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	YES	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				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			N/A
Hispanic or Latino	YES	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.

We have a rigorous curriculum for mathematics but we need to translate this to the classroom instruction so that students are not only exposed to rigorous instruction but can then demonstrate mastery of the Standards addressed in the instruction and then improve their performance and success on high stakes exams. Regents Exams in Math are a focus.

- CUNY proficiency for this year’s graduating class is at 20% for Math
- We need to improve student’s math skills based on the previous year’s Math Regents results

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.

During the 2015-2016 school year, in order to increase students CUNY Proficiency in Math by 5%, administrators and the guidance department will enroll targeted students in LINCT for Success Math classes. LINCT for Success is CUNY’s former At Home In College Program. This program allows our teachers to receive Professional Development in order to utilize strategies that will assist students on the regents exams and on the CUNY Assessments.

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) <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>Identify students who will be taking the Common Core Algebra Regents Exam during the 2015-2016 school year</p>	<p>Guidance</p>	<p>September 2015-June 2016</p>	<p>Guidance and Math Department</p>
<p>Enroll students in LINCT Math courses</p>	<p>Guidance</p>	<p>September 2015-June 2016</p>	<p>Guidance and Math Department</p>
<p>Check and monitor progress on a weekly basis in the math department meetings. Utilize mock regents exam data to drive instruction.</p>	<p>Students</p>	<p>Fall Term-Spring Term</p>	<p>Guidance and Math Department</p>
<p>Instruction/strategies and best practices for improvement</p> <p>LINCT PD sessions AT CUNY sites</p>	<p>Math Department</p>	<p>September 2015-June 2016</p>	<p>Math Department</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>										
<ul style="list-style-type: none"> • Scheduling in STARS • Regents Test Prep Classes in Math • Instructional Coaches to provide targeted training to Math Department Teachers • 4 teachers during the day and 20 Saturdays during the year 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p> <p>C4E</p>	<p>X</p>	<p>Title I SWP</p> <p>21st Century Grant</p>	<p>Title I TA</p> <p>SIG/SIF</p>		<p>Title II, Part A</p> <p>PTA Funded</p>		<p>Title III, Part A</p> <p>In Kind</p>	<p>X</p>	<p>Title III, Immigrant</p> <p>Other</p>

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.

- Math Baseline Assessment in Fall will identify deficiencies and impact which skills to focus on. (1st Term)
- Mock Regents for Math in the Spring would see a 10% increase from last year. (2nd Term)

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.

The school has a culture of mutual accountability and staff takes ownership on improving their own practice and creating true partnerships with parents that result in increased student achievement. Across the vast majority of classrooms, teaching strategies strategically provide multiple entry points and high-quality supports for all learners. Student discussion and work products reflect high levels of student thinking, participation and ownership. The School has identified 7 Core Values that we want to develop throughout our four year curriculum

Based on our feedback from our Quality Review we as a school want to increase students ability to set their own goals. We will utilize our Core Value of Reflective Living to help students formulate these goals.

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.

By June 2016, in order to get students involved with community outreach programs, the school will create a “Boys to Men” and “Girls to Women” club that will complete at least two community service opportunities for the school year that incorporate the 7 Core Values.

Part 3 – Action Plan

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: <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. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teacher teams compile research about community outreach programs	All Students	September 2015-June 2016	Guidance and Department Teams
Teacher teams contact selected outreach programs and establish a relationship with them	All Students	September 2015-June 2016	Guidance and Department Teams
Teacher teams organize at least two community service opportunities for the school year	All Students	September 2015-June 2016	Guidance and Department Teams
All grade level students must participate in at least one and meet a minimum number of community service hours	All Students	September 2015-June 2016	Guidance and Department Teams

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"> • Grade Teams • Department Teams • Community Based organizations • Tuesday Meeting time • Per session • Supplies • Materials 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
	Tax Levy	X	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
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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.

By the end of the 1st term, all teams have community outreach programs scheduled.

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.

The school has professional collaborations on teams using an inquiry approach that promotes shared leadership and focuses on improved student learning. All teachers are engaged in consistently examining teacher practice and student data within inquiry based structured professional collaborations. Distributed teacher leadership is embedded across all areas of the school. School-wide instructional coherence is seen throughout all classrooms and teachers play an integral role in key decisions that affect teaching and learning across the school, resulting in increased student achievement.

- We have identified 7 College and Career Skills that teachers have addressed in the Curriculum and Unit Maps
- We piloted a 12th grade exit exam that tested those skills and we identified student weakness in the skill of using technology and digital media strategically and capably
- We now want to assess the progress of these skills at the end of each grade level with a performance test

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.

In order to increase college readiness, teachers will collaboratively create and administer a grade level performance task in which 70% of promoted freshmen and sophomores will demonstrate mastery by 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>Teachers meet weekly to breakdown the skills that are to be taught in each grade.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Grade Teams</p>
<p>Teachers create a performance task for each grade level.</p>	<p>All Students</p>	<p>September 2015-June 2016</p>	<p>Grade Teams</p>
<p>Students complete the task during the assigned days</p>	<p>All Students</p>	<p>End of 1st Term</p>	<p>Grade Teams</p>
<p>Performance tasks are graded in grade teams.</p>	<p>All Students</p>	<p>End of 1st Term</p>	<p>Grade Teams</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>										
<ul style="list-style-type: none"> • Grade Team meetings • Monday PD Time • Per session for common planning time of grade level performance tasks 										
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>										
	<p>Tax Levy</p>	<p>X</p>	<p>Title I SWP</p>		<p>Title I TA</p>		<p>Title II, Part A</p>		<p>Title III, Part A</p>	<p>Title III, Immigrant</p>
	<p>C4E</p>		<p>21st Century Grant</p>		<p>SIG/SIF</p>		<p>PTA Funded</p>		<p>In Kind</p>	<p>Other</p>

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>Unit based instruction will have performance tasks at the end of each unit. By January, students will show progress toward meeting mid-level standards.</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 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.

School leaders consistently communicate high expectations to the entire staff. Leadership and staff successfully partner with families to support student progress towards high expectations connected to college and career readiness. School leaders and teachers explained that in addition to regularly scheduled teacher team meetings, the vast majority of teachers regularly meet in small groups and engage in intervisitations to share best strategies to improve their practice. The school has identified specific college and career readiness skills connected to reading, writing, speaking, listening, and language and coherently imbedded them across all content areas and grades

- Teachers were surveyed on the effectiveness of the school’s PD plan in terms of leadership which showed that teachers wanted more professional development and more time to differentiate their instruction.

Over 50% of the teachers indicated that they wanted more PD on school purchased Common Core aligned curriculum to nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement

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.

During the 2015-2016 school year, in order to provide resources for differentiation, school leaders and administrators will create professional development workshops on the topic in order to increase teacher effectiveness rating by 5% on competency 3C.

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>
Compile resources on differentiation	Teachers	September 2015-June 2016	Administrator of Instruction
Create PD workshops	Administrator of Instruction	September 2015-June 2016	Administrator of Instruction
Survey/Rate the effectiveness of these PD workshops	Teachers	End of 1 st Term	School Wide
Strategies to reach ELLs	Teachers	September 2015-June 2016	School Wide
Strategies to teacher Literacy in the content areas	Teachers	September 2015-June 2016	School Wide
Benchmarks on student achievement of literacy skills	Teachers	September 2015-June 2016	School Wide

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>Monday and Tuesday PD time after school coordinated by the school model teacher and Peer Collaborative teacher that is self funded.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
	Tax Levy		Title I SWP		Title I TA		Title II, Part A	X	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.

By January, the Regents results will expose growth with students abilities to answer questions correctly and consequently improve pass rate by 2.5%

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.

The school has a culture of mutual accountability and staff takes ownership on improving their own practice and creating true partnerships with parents that result in increased student achievement.

- There is a need to focus on increasing parent involvement so that there will be an increase in student progress.

Parents mentioned how teachers are always available by phone, email or text and frequently stay late into the evening to work with students. Parents commented that they believe the school does an excellent job of helping them navigate the college application process and work closely with students from ninth grade until they graduate to ensure they are college and career ready (Q13.4)

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.

During the 2015-16 school year, the parent attendance will be monitored and tracked to increase by 5% 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 stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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>
Create survey	Parents	August 2015-September 2015	Parent Orientation Team
Parents take survey	Parents	PTA/Open School Conference	Parent Orientation Team
Parent Outreach Team collects data	Parents	After School/Open School Conf	Parent Orientation Team
Weekly meetings	Parental involvement team	August 2015-September 2015	Administration
Organize outreach resources and utilize them	Parental Involvement Team	August 2015-September 2015	Administration
Research topics parents are interested in	School	August 2015-September 2015	Administration

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>											
<ul style="list-style-type: none"> • Parent Outreach Team, Parent liaison, attendance team, • Tuesday After School Time 											
<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	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	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.

Each parent teacher night will show growth of 1% from previous parent attendance.

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

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)	Regents Scores ELA Regents	At Home In College For Seniors CUNY proficiency	Small Class	During the school day
Mathematics	Regents Scores Math Regents	At Home In College For Seniors CUNY proficiency	Small Class	During the school day
Science	Regents data and credit accumulation	Regents Prep	Tutoring	Saturday School
Social Studies	Regents Data and Credit Accumulation	Regents Prep	Tutoring	Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	9 th period skills AIS	Skills Intervention	Smalle Group	During the school day

Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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"> • Hiring Committee • Curriculum Team • Department Meetings • Instructional Lead Teacher • IEP Teacher in Every Grade/Department • Teacher led workshops • Different Workshops ex. Unit Mapping • Teacher experience levels • Professional Development Weekly Faculty Meetings • Buddy teachers and Co-teachers • Accelerated Courses

2b. High Quality and Ongoing Professional Development

Describe the 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"> • CCLS leaders • Common planning time: Unit Plans – Performance Tasks and Rubrics • Network PD for CCLS-aligned instruction

- Modifications for SPED/ELLs and use of Paraprofessionals to support students
- Specific school and/or instructional Goals and/or Objectives related to CCLS and skills
- Ongoing monitoring and support to provide teacher and paraprofessionals feedback on their practice and its alignment to the CCLS
- Lesson and unit planning that encourages CCLS best practices and strategies, monitoring the progress, and review of student work to revise the process as needed
- Purchased a new curriculum for alignment to CCLS and student achievement
- Continuous review of student work related to CCLS to modify practice and meet needs of all students
- Teacher feedback on PD and its effectiveness in the classroom – to revisit needed areas or revisions

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	382,285.00	X	
Title II, Part A	Federal	0		
Title III, Part A	Federal	11,200.00	X	
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,630,348.00	X	

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)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the

assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, 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)

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

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

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

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

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

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

Part A: School Information	
Name of School: <u>Eximius College Preparatory</u>	DBN: <u>09X 250</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below)	
<input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>31</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>3</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: ESL/Math Saturday Academy:

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

-

AFTER SCHOOL:

ELA and Science After School Instructional Program for ELLS

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

-

ELA/ESL and Social Studies/ESL After school program

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

Part C: Professional Development

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

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

Begin description here: _

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

- Math/science and literacy coaches who work with teachers to plan curriculum, locate resources, and review results of instruction
- Opportunities for dialogue, collaboration and curriculum planning at regularly scheduled, weekly instructional team meetings (Mondays 1/5/15, 1/19/15, 2/2/15, 2/6/15, 3/2/15)
- Culminating interdisciplinary presentations of student work that are followed by a school-wide critique of both the strengths and the weaknesses of the curriculum and the resulting presentations
- Monthly professional development meetings which will include the following topics:

11/17 - Differentiation of instruction

12/22 - Reading strategies

1/12 - language development

2/9 - analysis of student work, scaffolding

instruction

3/23 - incorporating technology in the curriculum

4/6 - data-driven instruction.

-
-

Part D: Parental Engagement Activities

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

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

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

1. Evening Workshop Series for Parents of ELLs

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

1. One 2-hour session on becoming familiar with the English language Arts performance standards and how further development in native language can enhance second language learning

2. One 2-hour session on coaching parents in how to use math strategies in problem solving

Part D: Parental Engagement Activities

3. One 2-hour session to explain to parents our instructional model and coach them in how to help students at home.

4. One 2-hour session on how to support students with issues of cultural adjustment and second language learning.

2. ESL class for parents of ELLs

One group of 20 parents of ELLs will participate in ESL classes conducted on 10 Saturdays, 9-12 PM, February – May 201 5 . One ESL teacher will provide ESL instruction using Rosetta Stone software and internet based resources to ESL parents who can benefit from development of English language learning in order to better support their children in schools. This will enrich parent/family engagement in the school and provided a much needed service to students’ families. Snacks and metrocards will be provided for the parent activities.

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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 Jonathan Daly	Assistant Principal Alcibiades Gonzalez
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Robert Faison	School Counselor Gissele Contreras
Teacher/Subject Area Emmanuel Hernandez	Parent Natalia Leon
Teacher/Subject Area Rafael Borges	Parent Coordinator Nicholas Rivera
Related-Service Provider type here	Borough Field Support Center Staff Member Olga Glenn
Superintendent C. Staple	Other (Name and Title) type here

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	1	Number of certified bilingual teachers <u>not</u> 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 <u>not</u> 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)	450	Total number of ELLs	46	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	46	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	19
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	11	Long-Term (ELLs receiving service 7 or more years)	15

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

	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	14		3	11		4	15		12	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

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	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										18	4	8	11	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	3	1		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)										4	2	1		0
Emerging (Low Intermediate)														0
Transitioning (High Intermediate)										4	1	4	4	0
Expanding (Advanced)										9	4	4	7	0
Commanding (Proficient)														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 AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													4	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													4	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	9	0	4	0
Integrated Algebra/CC Algebra	9	0	4	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment				
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	0	3	0
Geography				
US History and Government	9		2	0
LOTE	1		1	
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)	0	0	0	0	0	0	0	0
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.
 Since all our ELLs are students receiving continuance of services, we rely on their previous exams data, e.g., NYSESLAT and NyStart. Based on their previous performance and proficiency levels we differentiate instruction to meet the students' literacy needs. The majority is proficient in listening and speaking, but the reverse is true in reading and writing. Hence, differentiation focuses on reading and writing skills. In addition, our school will use NYC Performance Assessment in ELA and math and social studies to assess early literacy and math skills. This data is used to better support the demonstrated needs of ELLs in the ESL and content area classrooms.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 As discussed above, there is an upward trajectory in the proficiency levels for majority of the students. As shown in the NYSESLAT students do better in the listening/speaking than they do in reading/writing. The overall NYSESLAT scores indicate that 52% of our ELL population is performing at the Advance level and 26% is performing at the intermediate level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The data guides student programming, lesson planning and development that targets the individual needs of each student based on the NYSESLAT data. Teachers employ differential strategies that address patterns as evidenced in the NYSESLAT modalities in Speaking, Listening, Reading and Writing. ENL, content area teacher and guidance counselors are all involved in the analysis of student progress across all four proficiency levels.
 Focus of instruction will be on the development of reading (determining main ideas, identifying rhetorical and literary devices, etc.), writing (construction of thesis statements, providing support details, and creating unified and coherent five-paragraph essays) grammar skills, and vocabulary build up. In addition, instruction will stress the improvement their metacognitive readings skills: inferencing, activating schema, determining importance, and establishing linkages. The goal is for them to achieve CALP (cognitive academic language proficiency).
- 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?

a. Most students achieve Annual Yearly Progress by moving up a level in ESL proficiency non the NYSESLAT. Few students take Regents exams in their native language, but some use them for linguistic support.

b. School leaders analyze the results of the NYC Performance Test to work with teachers to ensure the students' individual needs are used to inform and plan instruction. Furthermore, content area teachers receive a memorandum identifying ELLs at the beginning of each semester. These enables mainstream teachers to recognize student's linguistic needs. They consult with an ENL specialist and avail themselves to the services of the Interpretation and Translation Unit.

c. The school has learned that planning effective English Language instruction for ELLs cannot be done in isolation. It is part of a comprehensive and challenging education program that takes into account the academic needs as indicated by the data. Native language is used as a bridge to the target language - it is regarded as essential to transition from one language to the other. Students are permitted to complete assignments in their native language and take the Regents exam in their native language. Students who speak the same native language are encouraged to cooperatively support one another in colloborative tasks and projects.

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](#).]

Our school uses data through schoolwide baseline assessments to create instructional goals for ELLs on a grade team level. Once these goals are set, formative assessments are implemented to ensure the success of the targeted instruction.

6. How do you make sure that a student's new language development is considered in instructional decisions?

In order to make sure that second language development is considered in instructional decision, literacy skills and language objectives are paired with content objectives throughout the content areas. In this way, teachers purposefully plan for the language students will need to understand and produce in order to develop content area knowledge as well as academic language. Teachers create these objectives based on the data from home language survey and sudent's educational history. All content teachers collaborate with ESL teacher to make sure that English language goals as well as content goals are being met.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

We evaluate the success of our ELLs based on their outcomes in the NYSESLAT, the Regents exams, credit accumulation by grade level, promotion rate to grade levels, graduation rate and college acceptance. As an indication of the success of our program, our data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.

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.

In accordance with admittance procedures, our ENL coordinator, Mr. Faison requests the parent/guandian admitting the student to fill out the Home Language Survey. This document indicates whether the student is eligible for LAB-R testing. New entrants whose Home Language Survey indicates a language other than English to any one (1) response to questions #1-4 and to any two (2) responses to questions #5-8, are administered the English LAB-R before being programmed. A copy of the Home Language Survey is given to the ENL Coordinator, Mr. Faison, who administers the LAB-R in English. Our ENL Coordinatoris a licensed ENL teacher. If the new entrant's home language is Spanish and he/she does nor meet the proficiency level on the English LAB-R, the Spanish LAB is administered as evidence of literacy in the native language. The new entrant is programmed based on the LAB-R score and the informal oral interview. The informal oral interview with both the parent/guardian and student is given by the Assistant Principal Administration, the Guidance Counselor and the ENL Coordinator in both English and the student's native language. Prior to admission, the parent/guardian registering the youngster views the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual

Language or Free Standing ENL Program. The ENL Coordinator addresses concerns and provides explanation as to the content of the video. After viewing the video and upon receiving the results of the LAB-R, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ESL instruction until he/she tests out of the program. If a parent requests the bilingual program and the school does not have sufficient numbers to open the program, the principal sends the student and parent's name and information to ELLProgramTransfer@school.nyc.gov requesting a site with a bilingual program. All eligible ELLs are LAB-R tested and programmed within ten days of being admitted in accordance with the score obtained on the LAB-R. In August, our ELLs are programmed according to their most recent NYSESLAT score as indicated on the RLAT ATS report.

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).

At the end of August, during the orientation session for new admits the ENL Coordinator conducts a group orientation session during the day and in the evening on a pre-selected date during the month of September/October. Flyers are mailed and calls are made to the home to notify parents as to date and topics that will be addressed at these meetings. During these orientation meetings, parents view the Orientation Video for Parents of Newly Enrolled English Language Learners in order to be able to make an informed decision as to whether the parent wants the youngster in a Transitional Bilingual, Dual language or Free Standing ENL Program. For parents who are not able to attend the group parent orientation session, the ENL Coordinator provides one-on-one orientation sessions with students and parents where concerns and further explanations as to the content of the video are provided. After viewing the video, the parent completes the Parent Survey and Program Selection Form indicating the program preference. Parents have the option to opt-out of Transitional Bilingual Education, however, if the student does not meet the score established for his/her grade level on the LAB-R test, he/she is mandated to receive ENL instruction until he/she tests out of the program. In the event that the parent chooses to have the child in a Bilingual program, the student is directed to the placement center. Parents are made aware that when the school meets the numbers needed to establish a Bilingual Program, that they will be notified. The school does not have any SIFE students identified at this time.

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).

Placement letters, Entitlement letters, Continued Entitlement letters and Non-Entitlement letters are mailed to the students address of record at the beginning of the school year or as soon as the student is LAB-R tested and the results are known. The letters provide parents with their student's current ENL proficiency placement level. Copies of the letters are kept in the students' ESL file in room 230. Parents of newly enrolled LEP/ELLs are invited to an orientation session on the Common Core State Standards, credit accumulation, Citywide Standards of Intervention and Discipline Measures and all other pertinent graduation requirements. Information on immigration services, health clinics and immunizations are also handed out. Parents view The Orientation Video for Parents of Newly Enrolled English Language Learners and, if not previously submitted, they are requested to complete the Parent Survey and Program Selection Form. The completed Parent Survey and Program Selection Forms are stored in the students permanent record files and a copy are kept in the students' ENL file in room 230. Features of our Free- Standing ENL Program are discussed as well as eligibility and exiting regulations. French, Haitian-Creole and Spanish speaking teaching and paraprofessional staff are present to answer questions and concerns.

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.

Based on the NYSITELL results and the parent choice, the child is placed in the appropriate level in the appropriate program within 10 days of enrollment. The ENL coordinator is responsible for administering parent survey, program selection forms, and entitlement letters and for the safekeeping of these records. An entitlement letter as well as a placement letter, in English and the family's home language, are sent to parents to inform them of their child's ELL eligibility. At the start of each new school year, the Continued Entitlement letter is mailed out to parents of eligible ELLs. Parents sign and return a duplicate copy of the letter to the school secretary for storage and record keeping.

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).

After the student enters the school and home language is identified, the school, the parent or student has 45 days after enrollment to indicate that they want the ELL identification process to be administered a second time. This mis-identification process is open to those who have been mis-identified as ELL or Non ELL. Parents are informed of this option after identification has been determined, the parent is informed about the process when they fill out the HIS and again if the student was given the NYSESLAT. In this way the school can ensure that a student was given a proper placement.

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.

Once a student is determined to be eligible for ELL services, parents/guardians of newly identified ELLs are immediately invited to a parent orientation during which they are shown a video during the first ten day window that describes the three program choices

(Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. The ELL coordinator (Mr. Faison) watches the video with the parents and explains any additional information about the three programs. The differences between the three choices are explained to the parents.

After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, they are informed that while currently, the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the ESL coordinator, the parent coordinator, and a translator in the child's home language, as needed.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Once a student is determined to be eligible for ELL services, parents/guardians of newly identified ELLs are immediately invited to a parent orientation during which they are shown a video during the first ten day window that describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. The ELL coordinator (Ms. Tynan) watches the video with the parents and explains any additional information about the three programs. The differences between the three choices are explained to the parents.

After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, they are informed that while currently, the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the ESL coordinator, the parent coordinator, and a translator in the child's home language, as needed.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Once a student is determined to be eligible for ELL services, parents/guardians of newly identified ELLs are immediately invited to a parent orientation during which they are shown a video during the first ten day window that describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. The ELL coordinator (Ms. Tynan) watches the video with the parents and explains any additional information about the three programs. The differences between the three choices are explained to the parents.

After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, they are informed that while currently, the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the ESL coordinator, the parent coordinator, and a translator in the child's home language, as needed.

9. Describe how your school ensures that placement parent notification letters are distributed.

Once a student is determined to be eligible for ELL services, parents/guardians of newly identified ELLs are immediately invited to a parent orientation during which they are shown a video during the first ten day window that describes the three program choices (Transitional Bilingual Education-TBE, Dual Language, and Freestanding ESL) that the NYCDOE offers. The ELL coordinator (Ms. Tynan) watches the video with the parents and explains any additional information about the three programs. The differences between the three choices are explained to the parents.

After viewing the video, the parents complete a parent survey and the program selection form indicating the order of their choice of programs. If a form is not returned, the default program for ELLs is TBE, as per CR Part 154. If parents select TBE as their first choice, they are informed that while currently, the school does not have the required minimum number of students to open up a bilingual program, their child's name will be entered on a waiting list. The school will offer a bilingual program when the list reaches the appropriate number of 20 students, speaking the same language in the same grade. The orientation is facilitated by the ESL coordinator, the parent coordinator, and a translator in the child's home language, as needed.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All Records are kept in student's cum record file in room 230. All records are maintained by our records/pupil accounting secretary.

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.

ATS reports are used to flag students for services and mods. All ELLs are tested in reading, listening, and writing on separate but consecutive days during the NYSESLAT testing period. For the speaking section, the ELL coordinator administered the exam for all ESL students and the speaking section was simultaneously scored by a teacher who did not teach that specific ENL student.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

A newly identified ELL is placed in the program model selected by the parent on the program selection form. If the parent selected bilingual, and the school does not have enough students to form a bilingual program, the school must provide ESL instruction at a

minimum. The parent will be informed that the child's name will be recorded on a list and that when the list reaches the appropriate number of students, as delineated in CR Part 154, the school will create a bilingual program. All information is provided in English and in the child's home language. All communication and student forms are kept in the student's permanent file. All records are kept by the school's ESL coordinator or secretarial staff.

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).

After reviewing the Parent Survey and Program Selection forms for the past few years, we have noticed the trend in program choices is Free Standing ESL program. In the past two years we have administered three parent choice surveys. All three were interested in free-standing ESL. 100 percent of parents asked or chose ESL as their program of choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

We offer the Free Standing ENL model. Classes are ungraded with students with mixed proficiency levels and instruction includes modification and differentiation for various learners and is delivered by a licensed ENL teacher. Integrated ENL instruction to build English language skills through content area instruction. It is delivered by co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

- b. TBE program. *If applicable.*

Paste response to questions here:

- c. DL program. *If applicable.*

Paste response to questions here:

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 receive the mandated minutes of instruction according to their level of English proficiency as per CR Part 154. Entering ENL ELLs receive 3 units of study (540 minutes of ENL instruction which include 180 minutes of Stand alone ENL, 180 Minutes of Integrated and 180 of Flex time); Intermediate ELLs receive 2 units of study (180 minutes including 90 minutes of ENL/ELA instruction and 90 free stand alone ENL instruction); and Expanding students receive 2 units of study in ENL (180 minutes of instruction ENL/ELA integrated) anThere is one certified ENL teacher for 46 students. The teacher provides the minutes through self-contained ESL class as well as pushing in to English classes.

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.

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

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

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

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

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

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

6. How do you differentiate instruction for 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 status

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

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

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

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

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

7. 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.

Within six to twelve months the ENL supervisor will review the re-identification process decision to ensure that the student academic progress has not been adversely affected by the determination. The ENL supervisor will consult with other staff members and student and provide additional support services as needed.

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?

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

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?

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

Chart

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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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(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. 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.

Chart

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 <i>per week</i> (540 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/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 <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.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/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

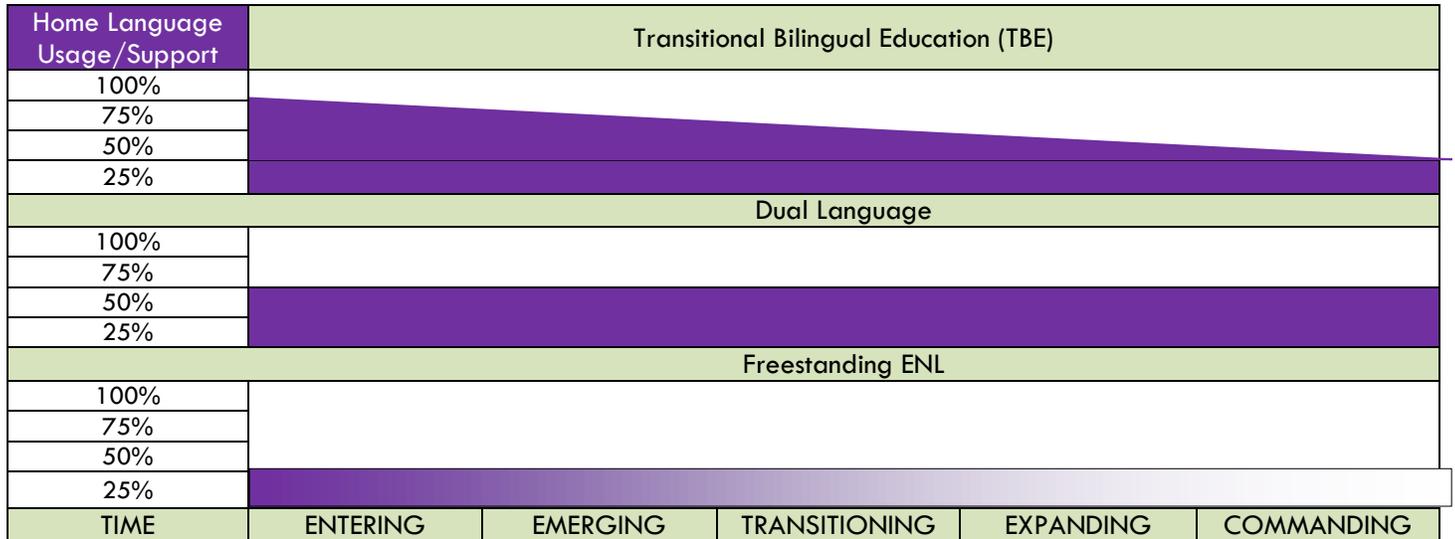


*Note “other approved services” does not apply to New York City at this time.

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. The school provides various intervention programs for all ENL students from Entering to Expanding. ENL receive integrated instruction in ELA and other content areas. After school program as well as Saturday programs are available to meet students academic needs.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our students are making daily progress in the their English Language acquisition. This is evident in their participation in our enrichment programs and Community Service. Furthermore, data reveals that our ELLs are passing their content area classes and are meeting the credit accumulation requirements for promotion to the next grade level.
12. What new programs or improvements will be considered for the upcoming school year?
The school will implement the usage of the Rosetta Stone software to suplement ENL instruction.
13. What programs/services for ELLs will be discontinued and why?
No programs will be discontinued at this time.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are encouraged to participate in all after school activities and events. The school invites all students, including ELLs, to participate in all extra-curricular activities through flyers, information that is back-packed, phone calls, and direct intervention of ENL, physical education, and performance and visual arts teachers. ELLs participate in PSAL teams, New York Cares Program, National Honor Society and the Spanish Honor Society.
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.
All ELLs are being supported by our ENL English 3D program (writing portfollio and Issues, reading) in the ENL classroom. Content area instruction avails them to Castle Learning and Regents Prep. Their listening and reading comprehension needs are addressed throug discussions of articles, novels, movies and documentaries. Skedula is used to track student progress.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
Since we provide a free standing, ENL program, which focuses on intense development of academic language and on cognates to accelerate comprehension, we are unable to compare the English performance of our ELL population to performance in their native language. However, the native language support is used as a bridge to transferring receptive and expressive 2nd language acquisition. All students are provided with a home language bilingual glossary for support in the content area classes.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
All required support services and resources are targeted for grades 9-12, thus they correspond to our ELLs age and grade level.
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).
Every Summer newly admitted ENL students are required to participate in the school Summer bridge Program where instruction in ENL/ELA and Mathematics is provided as well as extracurricular activities selected by the student. These include dance, cheerleading, basketball, baseball, yoga classes and acting.
19. What language electives are offered to ELLs?
The school offers Spanish as an elective to increase ENL students home language Literacy.
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)?

Paste response to question here:

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.)
The has developed a yearly PD plan for the entire staff.
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?
Subject area teachers, paraprofessionals, guidance counselor, special education teachers, psychologist, speech therapists, and secretaries attend professional development as provided by administrative staff which include the Common Core Standards as relate to ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Content Area teachers, Guidance Counselors, Coordinator facilitate the transition from middle to high school though the Mondays and Tuesdays meetings as well as during the school's common meeting times during the 4th period.
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.
This year our school has focused its PD time to address ELL population best instructional practices. All faculty members are New York state certified. All agendas and attendance pages are kept at the principal's office.

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?
Each year the school conducts a parent's night to address any issues related to its ELL population.
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.
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
All parents including ELLs are invited to all school activities including parent nights, parent teacher workshops, college readiness workshops.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school uses different organizations to provide workshops to parents such as NYU college advising corps.
5. How do you evaluate the needs of the parents?
As parents come in for initial interviews the school surveys them to assess their needs at the point of entry. In addition continue communication assures the parent's needs are met throughout the academic year.
6. How do your parental involvement activities address the needs of the parents?
The school has established a parental involvement team comprised by the different content area teachers as well as the ENL teacher.

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:

School Name: **Eximius College Prep**

School DBN: **09X250**

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)
Jonathan Daly	Principal		1/1/01
Al Gonzalez	Assistant Principal		1/1/01
Nicholas Rivera	Parent Coordinator		1/1/01
Robert Faison	ENL/Bilingual Teacher		1/1/01
Natalia Leon	Parent		1/1/01
Emmanuel Hernandez	Teacher/Subject Area		1/1/01
Rafael Borges	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Gisselle Contreras	School Counselor		1/1/01
C. Staple	Superintendent		1/1/01
Olga Glenn	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 09X250 **School Name: Eximius College Preparatory Academy**
Superintendent: Carron Staple

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.learndoe.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.

The following indicators will be used to assess our needs: Home language surveys, teacher assessment, guidance counselor interactions, and parent coordinator's expertise in evaluating parent's needs. Using the mentioned methods, all communication will be in both English and Spanish and will also be conveyed in oral and written forms. The findings will be disseminated to the school community via various meetings (staff, Parent association, parent coordinator, etc.) and through home mailings to ensure that all members of the community will reach out to non-English speaking parents..

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.

The preferred languages of those parents responding are: Spanish, and French

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.)

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

2. 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.

The formal face to face meeting the school will typically have throughout the school year include parent-teacher conferences, parents workshops as well as parent teacher interactions; attendance calls and guidance counselors meetings about students social and academic progress.

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.

The school will meet the identified translation needs of parents by utilizing the translation and interpretation unit as well as in-house staff familiar with the parent preferred language.

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.

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

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.)

The school will ensure that all staff member are aware of all translation services via facilitating professional development, staff meeeting and school wide e-mails.

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

All correspondence will be sent and communicated bilingually.

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)

The school will conduct an annual parental services to determine the adequacy of the translation services used by the school.