



**ACADEMY FOR SCHOLARSHIP AND ENTREPRENEURSHIP**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: 11X270**  
**ADDRESS: 921 EAST 228<sup>TH</sup> STREET**  
**TELEPHONE: 718-696-3840**  
**FAX: 718-696-3841**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 11x270      **SCHOOL NAME:** Academy for Scholarship and Entrepreneurship

**SCHOOL ADDRESS:** 921 East 228<sup>th</sup> Street Bronx, New York 10466

**SCHOOL TELEPHONE:** 718-696-3840      **FAX:** 718-696-3841

**SCHOOL CONTACT PERSON:** Rufina Belthrop      **EMAIL ADDRESS:** [Rbautis@schools.nyc.gov](mailto:Rbautis@schools.nyc.gov)

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Rufina Belthrop

**PRINCIPAL:** Zenobia White

**UFT CHAPTER LEADER:** Arlene Whiteman

**PARENTS' ASSOCIATION PRESIDENT:** Tiffany Robertson

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* Alisha Wellington  
Kellyane Florant

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 11      **CHILDREN FIRST NETWORK (CFN):** 17

**NETWORK LEADER:** Richard Cintron

**SUPERINTENDENT:** Geraldine Taylor Brown

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

**Directions:** Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Zenobia White	*Principal or Designee	
Arlene Whiteman	*UFT Chapter Chairperson or Designee	
Tiffany Robertson	*PA/PTA President or Designated Co-President	
Sylvia Wren	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Shirely Hawkins	DC 37 Representative, if applicable	
Sabrina Reid	Parent Representative	
Janie Matthews	Parent Representative	
Alisha Wellington	Student Representative	
Kellyane Florant	Student Representative	
Gil Agosto	CBO Representative Children’s Aid Society	
Giuseppe Bulo	UFT Member	
Zarah Vinola	UFT Member	
Julieta Arroyo	UFT Member	
Steven Ragos	UFT Member	
Gracia Richards	UFT Member	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

**Directions:** In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

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The mission of the Academy for Scholarship and Entrepreneurship (ASE) is to combine rigorous academic and college programs with a world class, personalized business curriculum that unleashes the talents and potentials of all students and develops high achieving, academically and economically responsible leaders who will succeed in college and business. As part of being a College Board school, students are prepared for access to and success in college. Students will use College Board programs and products including SpringBoard, College Ed, MyRoad (a web-based tool which enables students to explore academic majors, careers and colleges). The expectation is that every scholar will take a minimum of two Advanced Placement courses before they graduate.

Our core belief is that all children have the capacity to learn and achieve at high levels. We envision a place where students, parents, and staff co-create a caring, respectful and responsible professional learning community where trust emerges from relationships that are consistent and dependable. We will frequently celebrate each others' uniqueness and hold high hopes in life for each student.

Together we will create a safe environment, where students feel free to take risks, create new ideas and ask questions. Each classroom at the ASE will have a sense of order, purpose and direction. Students will be required to work in flexible, cooperative groups, and the teacher will guide them as they engage in student-centered, research-based projects, business-related activities, and credit bearing college work. Life skills and technology will be integrated directly into daily classroom practices and lessons.

The school has successful partnerships with a range of outside organizations. The Children's Aid Society (CAS) serves our 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup> grade students providing in school and after-school whole-child and family support. Their mission is to ensure the physical and emotional well being of students and families and to provide each student with the support and opportunities needed to become happy, healthy and productive adults.

The after school program provides students with a plethora of options for clubs that they are interested in, leading to an overall personality development. We have a 12 piece drum line, cheerleading squad, chorus, basketball, drama, poetry, yearbook committee, hip-hop dance, arts and craft, mask making, and homework help.

We also have a partnership with Virtual Enterprise serving our high school population. Virtual Enterprise is an educational, non profit organization dedicated to providing educational support services nationwide, building financial literacy, fostering business and social entrepreneurship, and preparing students for college and the global workplace. As a school-to-career program, the Virtual Enterprise program provides opportunities for students to participate in a minimum of two different work experiences and seminars led by industry professionals. Students at ASE are required to complete 100 hours of community service at a nonprofit organization and 120 hours of an unpaid internship at a corporation before they graduate.



**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	Academy for Scholarship and Entrepreneurship			
<b>District:</b>	11	<b>DBN #:</b>	X270	<b>School BEDS Code:</b>

DEMOGRAPHICS									
<b>Grades Served in 2010-11:</b>	<input type="checkbox"/> Pre-K	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input checked="" type="checkbox"/> 9	<input checked="" type="checkbox"/> 10	<input checked="" type="checkbox"/> 11	<input checked="" type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K									
Kindergarten									
Grade 1				<b>Student Stability: % of Enrollment</b>					
Grade 2				(As of June 30)	2007-08	2008-09	2009-10		
Grade 3									
Grade 4									
Grade 5				<b>Poverty Rate: % of Enrollment</b>					
Grade 6	81	83		(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	88	90							
Grade 8	62	98							
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11									
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total									
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes									
No. in Collaborative Team Teaching (CTT) Classes				Principal Suspensions					
Number all others				Superintendent Suspensions					

## DEMOGRAPHICS

<i>These students are included in the enrollment information above.</i>							
<b>English Language Learners (ELL) Enrollment:</b>				<b>Special High School Programs: Total Number</b>			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants			
# in Trans. Bilingual Classes				Early College HS Participants			
# in Dual Lang. Programs							
# receiving ESL services only				<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs				(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers			
				Number of Administrators and Other Professionals			
<b>Overage Students: # entering students overage for grade</b>				Number of Educational Paraprofessionals			
(As of October 31)	2007-08	2008-09	2009-10				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school			
American Indian or Alaska Native				Percent more than two years teaching in this school			
Black or African American				Percent more than five years teaching anywhere			
Hispanic or Latino				Percent Masters Degree or higher			
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)			
White							
Multi-racial							
<b>Male</b>							
<b>Female</b>							

## 2009-10 TITLE I STATUS

<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I	
Years the School Received Title I Part A Funding:		<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

**Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):**

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			
Restructuring (year 2)			
Restructuring (Advanced)			

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:		ELA:	
	Math:		Math:	
	Science:		Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>							
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
<b>Other Groups</b>							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making AYP in each subject</b>							

**Key: AYP Status**

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

\*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>		<b>Overall Evaluation:</b>	
<b>Overall Score</b>		<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

**Directions:** Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

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### Progress report 2009-2010

The Academy for Scholarship and Entrepreneurship's progress report went from an A to a C in the Middle School, and a B to a C in the High School. In the middle school, student performance and progress received scores of F's while the school environment grade remained a C. 18.7% of the middle school received a 3 or a 4 on their math state exam and 25.7% received a 3 or a 4 on the English state exam. In addition, the median student proficiency score for ELA was 2.50 whereas the median math score was 2.38. Student progress saw an overall drop in both Math and ELA in the middle school. Additionally, our Middle School Math teacher was out on disability for 3 months prior to the math state exam which had a tremendous effect on our student's performance. This year, student progress was measured by each student's growth percentile (compared to the students in the city). Upon further examination, the middle school state exam itemized analysis revealed that students, in general, underperformed in critical response questions in math and ELA.

In the High School's progress report, the school received a C for School Environment, with the lowest score in "Safety and Respect". Our scores for Academic Expectations, Communication and Engagement were close to the middle of the range. Student performance received an overall score of a B, with our graduation rate being 75.8%. We received high scores for the students earning 10 or more credits in their first year, including the lowest 1/3. Our 2008-2009 progress report score in credit accumulation in the 1<sup>st</sup> year was 54%. Last year, the score improved to 86.2% of the students in their 1<sup>st</sup> year. In addition, in 2008-2009 school year, the percentage of students in the school's lowest 1/3 earning 10+ credits the 1<sup>st</sup> year was 25%. Last year, this score increased to 82.8%. The percentage of students earning 10 or more credits in the second year also improved from 55.9 to 71.3%. However, we saw diminishing percentages in credit accumulation in our students in the 3<sup>rd</sup> year with 53.1% of our 3<sup>rd</sup> year students earned 10 or more credits (25% for the lowest 1/3). The Weighted Regents Pass Rates was a .86 in ELA, 2.44 in Math, a 1.70 in Science, a .98 in Science and .63 in Global. ELA, Math, US History, and Science saw an increase in Regents pass rate.

According to the 2009-2010 Quality Review, the areas for growth are"

1. Strengthen feedback practices so that students are better able to reflect on their progress and understand their next learning steps.
2. Continue the curriculum mapping initiative and increase teachers' expertise in differentiation to ensure the engagement of the full range of learners.
3. Promote the development of higher order skills and student talent by finding ways to offer a wider range of opportunities in the arts, high-level science and mathematics, and sports.
4. Embed the use of formative assessment practices in all classrooms so that ongoing adjustments are made to respond to identified student needs.

We have addressed these areas of growth :

QR Area for Growth	Actions Steps
<p>1. Strengthen feedback practices so that students are better able to reflect on their progress and understand their next learning steps.</p>	<p>Teachers were trained to offer meaningful written feedback on student work products. Administrators are holding teachers accountable each month to see that student work products have appropriate feedback.</p> <p>Bimonthly progress reports and goal setting during advisory classes and Academic classes</p>
<p>2. Continue the curriculum mapping initiative and increase teachers' expertise in differentiation to ensure the engagement of the full range of learners.</p>	<p>Teachers meet in weekly vertical teams and monthly department meetings to work on curriculum development on the Atlas Rubicon system.</p> <p>Differentiation Staff development from an outside consultant to support teachers in differentiating their instruction.</p>
<p>3. Promote the development of higher order skills and student talent by finding ways to offer a wider range of opportunities in the arts, high-level science and mathematics, and sports.</p>	<p>Offering Chemistry and two levels of Algebra II/Trigonometry to students.</p> <p>Implementation of CCSS to streamline curriculum and ensure that students are appropriately challenged (rigor in all grades)</p> <p>School-wide initiative to ensure writing across the curriculum</p>
<p>4. Embed the use of formative assessment practices in all classrooms so that ongoing adjustments are made to respond to identified student needs.</p>	<p>Analysis of Performance Series in ELA and Math to target goals students with IEPs</p> <p>Develop strategies for students to improve in critical response questions as indicated by data on Middle School ELA and Math exam item analysis. Using rubrics and formative assessments to measure growth and adjust to student needs.</p> <p>Using Scantron Analysis sheets as data to respond to student needs</p> <p>Encouraging independent reading, with attention to individual levels of literacy in their ELA classes</p>

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

**Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

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Goal #1: To decrease the number of suspensions by 10%

As a result of the school's move to 921 E. 228<sup>th</sup> Street. In the year 2009-2010 we have had a substantial number security incidents and a high number of suspensions. Due to the high number of suspensions in the 2009- 2010 year we have decided to focus our goal on utilizing positive behavioral strategies in order to lower the number of suspensions.

The following steps were taken to ensure that the safety and respect of all students was enforced and to ensure that we look for alternative means of discipline:

- 1) Hired an experienced AP of Security and additional school safety aides to monitor the hallways, stairways, common areas and outside school perimeter including bus stops and train stations.
- 2) Maintain the staffing of two full time deans and a S.A.V.E. room teacher.
- 3) Continue to use a School-wide Positive Behavioral Intervention System which focuses on tracking, modeling and rewarding appropriate behavior. To this end we have a team of teachers who are primarily focused on ensuring that this runs smoothly.
- 5) Served and continues to serve as the host school for the campus-wide safety plan.
- 6) Created and developed timely goals and strategies for school-wide improvement in discipline, hallway security, and S.A.V.E. Room protocols.
- 7) Limited the movement of middle school scholars in the hallways where many of our incidents occurred last year.

Goal #2: To increase the number of students making growth percentile in math relative to their peers by 10%.

An analysis of student achievement outcomes reveals that there are significant gaps between and among sub-groups of students. In addition, an assessment of the most common needs of learners in our school as a result of our Quality Review, Learning Walks, Learning Environment Survey and direct observation of classroom teaching and learning indicates that there is a need for academic rigor. Ongoing

in-class assessments will continue to give us an indication of how close we are to reaching our target as well as inform our instruction. We have also begun to use the Interim Assessment results to get a better sense of our students' strengths and weaknesses in all core subject areas.

**Goal # 3:** To increase overall credit accumulation of 10 credits each year for 11<sup>th</sup> grade by 10%.

Increase by 10% the percentage of students in year 3, including the school's lowest 1/3 earning 10+ credits in the 1<sup>st</sup> year.

To address the above concerns, administration, teachers and students are monitoring the credit accumulation on a monthly basis and it is proving beneficial in terms of increasing the credit accumulation outcomes.

In order to create an effort-based culture, which empowers students and staff to be accountable for their own learning, we are conducting school-wide professional development to reinforce the Efficacy Institute's model

ASE teachers incorporate input from all of its assessments (daily, interim and mock) which they use to identify the needs of students and modify instruction based on their results.

In pre-determined collaborative structures (such as during professional development workshops and common planning time), teachers use qualitative and quantitative data to create goals and strategies for individual students, students at particular grade levels, and students within major academic subjects.

**Goal 4:** To strengthen teacher feedback practices to reflect on student progress and determine next learning steps. To increase feedback sessions to a minimum of six per year.

The quality review has indicated that we must develop a plan in order to ensure that we are setting goals with each of our students.

We implemented an electronic grading system (Gradelink) which allows every parent and student to monitor their own progress. Gradelink empowers teachers to look at the performance of a particular student and compare it to the performance of that student in other classes. In addition, students are given progress reports in their advisory classes every two weeks, where they review goals and create next steps with their advisor

**Goal 5:** To promote the development of higher level order skills by offering higher level course work.

**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** Security

<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To decrease the number of suspensions by 10%</p>
<p><b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Teachers will receive professional development with the primary focus being efficacy training with the emphasis of improving student character.</li> <li>2. Biannual review of New York City Discipline Code.</li> <li>3. Powerpoint presentation of the Discipline Code to students.</li> <li>4. Build and Foster relationships with parents</li> <li>5. Invite guest speakers from the Office of Youth Development.</li> <li>6. Provide peer training for teachers in classroom management.</li> <li>7. Create a PBIS team of faculty members. In this way then use the Positive Behavioral Intervention System.</li> <li>8. Use of OORS (Online Report of Student Suspensions) reporting.</li> <li>9. Involvement of the principal, parent coordinator, teachers, and counselors.</li> <li>10. Ensure that classrooms and hallways are print-rich with content-related materials and current examples of respectful and safe learning environments.</li> <li>11. Workshops provided in classroom management.</li> <li>12. Workshops to plan for guidance/advisory sessions on a weekly basis in alignment with safety and respect goals.</li> <li>13. Discipline/Positive Intervention Behavior Strategies (PBIS) Task Force. Meets on a weekly basis to develop a school specific Incident Reduction Plan (IRP) based on a review of our existing Code of Conduct, Chancellor’s Regulation A-412 and A-443, the analysis of individual student academic performance via ARIS, teacher, and student consults, incident and trend data via OORS and referrals.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will</i></p>	<ol style="list-style-type: none"> <li>1. Per session to support after school detention.</li> <li>2. Professional Development monies set aside to pay for consultants. We will pay for the Efficacy institute and for Dr. Perkins for consultation in school environment.</li> <li>3. We will allocate monies to provide incentives for student incentives to encourage positive behavior.</li> <li>4. We have committed 5 school aide positions dedicated to security. We have committed 2 full time deans to support disciplinary issues.</li> <li>5. We have allocated supply money to the dean’s office.</li> </ol>

<p><i>support the actions/strategies/ activities described in this action plan.</i></p>	<p>6. We hired an Assistant Principal to focus on discipline. This is specifically Ms. Dawn Harris. She also has two deans; Ms. Annette Colon and Shawn Mack.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. <b>Review of incidents via Task Force</b></li> <li>2. <b>OORS report</b></li> <li>3. <b>We will review the results of our OORS report and January and once again at the end of the school year.</b></li> </ol>

**Subject/Area (where relevant):**  
**Math**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Goal #2: To increase the number of middle school students making growth percentile in math relative to their peers by 10%.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Review all pertinent data related to mathematics.</li> <li>2. Assignment of individual student goals using prior data and September assessment.</li> <li>3. Ongoing data meeting with the principal around math progress of middle school students</li> <li>4. Continuing assessment in acuity and performance series.</li> <li>5. Push in math resource for Special Education students</li> <li>6. An Assistant Principal with expertise and licensed in math.</li> <li>7. An Inquiry Team focused on math.</li> <li>8. After school academic enrichment program utilizing test prep resources</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> <li>1. We have after school, Saturday school, and holiday academy to provide academic intervention services. We have allotted per session monies to support this.</li> <li>2. We will send teachers for staff development in math.</li> <li>3. We will allot funding to support advisories for students during the school day to monitor progress.</li> <li>4. Offer ongoing PD for teachers in differentiated instruction</li> <li>5. Assistant Principal Ms. Salome Kim will oversee instruction as to ensure better results on the State exam.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li><b>1. Interim Assessments</b></li> <li><b>2. Periodic Assessment data</b></li> <li><b>3. Diagnostic Acuity exam data</b></li> </ol>

**Subject/Area (where relevant):**  
**Credit Accumulation**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To increase overall credit accumulation of 10 credits each year for 11<sup>th</sup> grade by 10%.</p>
<p><b>Action Plan</b>  <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<ol style="list-style-type: none"> <li>1. Increase credit recovery opportunities during the school year.</li> <li>2. Offer advisory for all students with additional periods for 9<sup>th</sup> grade students.</li> <li>3. Incorporate an AVID elective for 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade students.</li> <li>4. Provide students with bimonthly progress reports in advisory classes and goal-setting conferences.</li> <li>5. Students will be exposed to graduation requirements from 9<sup>th</sup> grade via guidance counselor presentations, monthly assemblies, newsletters, and individual conferences</li> <li>6. Implementation of Efficacy (Proficiency Pledge) in classrooms for students to improve scores and meet 80% proficiency and support from the Efficacy Teacher Team, including but not limited to Professional Development.</li> <li>7. Individualized programming to provide students with courses that they need.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ol style="list-style-type: none"> <li>1. Allot funding to support credit recovery programs throughout the school year.</li> <li>2. Allot funding to support staff development for our AVID program which helps support our 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grade struggling students through an advisory program.</li> <li>3. We will utilize on-line programs to support credit recovery.</li> <li>4. Guidance counselors Jashawn Sadler and Shiral Kingsberry will monitor credit accumulation.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ol style="list-style-type: none"> <li>1. Analysis of every marking period's list of students who failed two or more core classes</li> <li>2. A tracking progress sheet for targeted students</li> <li>3. Intervention meetings with individual students</li> <li>4. 1<sup>st</sup> semester credit accumulation data + transcript review</li> </ol>

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To strengthen teacher feedback practices to reflect on student progress and determine next learning steps. To increase feedback sessions for students by the teacher to a minimum of six per year.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. Weekly grade level and subject meetings to discuss and monitor individual student progress.</li> <li>2. Professional development on effective student feedback.</li> <li>3. Differentiation Professional Development through SDE</li> <li>4. Administration will model feedback practices with teachers</li> <li>5. Use of various assessment practices (on the spot, gradelink, interim)</li> <li>6. Portfolios</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1. We will allot professional development monies for all teachers in effective feedback strategies.</li> <li>2. Professional Development monies for differentiation strategies and PD with Ms. Banks from SDE</li> <li>3. Assistant Principal Rufina Belthrop and Salome Kim will plan and implement professional development to ensure that students are given proper feedback for improvement.</li> </ol>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. <b>Classroom walkthroughs</b></li> <li>2. <b>Conference logs</b></li> <li>3. <b>Data from Assessments and student work products</b></li> </ol>

**Subject/Area (where relevant):** \_\_\_\_\_

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To promote the development of higher level order skills to by offering higher level coursework.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ol style="list-style-type: none"> <li>1. We will align our business curriculum to support higher level critical thinking skills and the CTE curriculum.</li> <li>2. We will provide more Advanced Placement classes by continuing to build on our Spanish sequence and sending the Spanish teacher, and government teacher for AP training.</li> <li>3. We will offer Chemistry and a pre-calculus course.</li> <li>4. We will continue to offer A.P. U.S. history and A.P. English.</li> <li>5. We will encourage all teachers to include in their curriculum provisions to ensure that students are reading independently.</li> <li>6. Use of CCSS to incorporate reading, writing, college readiness skills</li> <li>7. Offer accelerated academic opportunities in all grades.</li> <li>8. Business Manager Tirell Savage will create a student program to promote higher level classes. This is accomplished in consultation with the guidance counselor and administration.</li> </ol>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ol style="list-style-type: none"> <li>1. Provide staff development monies to train teachers to teach advanced placement classes. (We need to provide training for AP Spanish, AP English, AP U.S. history, and AP government.</li> <li>2. We will use our VTEA monies to build a Virtual Enterprise classroom to support our CTE curriculum.</li> <li>3. PD in differentiated instruction</li> </ol> <p>Provide an after school accelerated 8<sup>th</sup> grade group.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<ol style="list-style-type: none"> <li>1. <b>Data assessment</b></li> <li>2. <b>Review of student work products</b></li> <li>3. <b>Advance course offerings</b></li> </ol>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS**

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

*New York State Education Department (SED) requirement for all schools*

**Part A. Directions:** On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	20	20	15	0	10	2	25	0
7	20	10	10	0	8	2	31	0
8	20	15	0	10	12	2	30	0
9	10	10	10	10	20	2	30	0
10	10	10	15	20	10	2	28	0
11	15	22	18	10	14	2	24	0
12	10	20	20	10	15	2	9	0

**Identified groups of students who have been targeted for AIS, and the established criteria for identification:**

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).									
<b>ELA:</b>	<table border="0"> <tr> <td><b>Small group tutoring</b></td> <td><b>before school</b></td> <td><b>Monday to Thursday</b></td> </tr> <tr> <td><b>Small group and one on one tutoring</b></td> <td><b>After School</b></td> <td><b>Tuesday, Wednesday, Thursday</b></td> </tr> <tr> <td><b>Small group instruction</b></td> <td><b>Saturday Academy</b></td> <td><b>Saturdays</b></td> </tr> </table>	<b>Small group tutoring</b>	<b>before school</b>	<b>Monday to Thursday</b>	<b>Small group and one on one tutoring</b>	<b>After School</b>	<b>Tuesday, Wednesday, Thursday</b>	<b>Small group instruction</b>	<b>Saturday Academy</b>	<b>Saturdays</b>
<b>Small group tutoring</b>	<b>before school</b>	<b>Monday to Thursday</b>								
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<b>Small group instruction</b>	<b>Saturday Academy</b>	<b>Saturdays</b>								
<b>Mathematics:</b>	<table border="0"> <tr> <td><b>Small group tutoring</b></td> <td><b>before school</b></td> <td><b>Monday to Thursday</b></td> </tr> <tr> <td><b>Small group and one on one tutoring</b></td> <td><b>After School</b></td> <td><b>Tuesday, Wednesday, Thursday</b></td> </tr> <tr> <td><b>Small group instruction</b></td> <td><b>Saturday Academy</b></td> <td><b>Saturdays</b></td> </tr> </table>	<b>Small group tutoring</b>	<b>before school</b>	<b>Monday to Thursday</b>	<b>Small group and one on one tutoring</b>	<b>After School</b>	<b>Tuesday, Wednesday, Thursday</b>	<b>Small group instruction</b>	<b>Saturday Academy</b>	<b>Saturdays</b>
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<b>Social Studies:</b>	<table border="0"> <tr> <td><b>Small group tutoring</b></td> <td><b>before school</b></td> <td><b>Monday to Thursday</b></td> </tr> </table>	<b>Small group tutoring</b>	<b>before school</b>	<b>Monday to Thursday</b>						
<b>Small group tutoring</b>	<b>before school</b>	<b>Monday to Thursday</b>								
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>Counselors have a case load of mandated students for counseling as well as see students a as needed basis</b>									
<b>At-risk Services Provided by the School Psychologist:</b>	<b>The School Psychologists conducts evaluation by parent request and staff referral</b>									
<b>At-risk Services Provided by the Social Worker:</b>	<b>A referral sheet is used by 2 Children’s Aide Society Social Workers to service at risk students.</b>									
<b>At-risk Health-related Services:</b>	<b>We have an in-house clinic in the building that has a doctor and a social worker to address at risk students with health related issues.</b>									



**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)**

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

**Grade Level(s)** \_\_\_\_\_ **Number of Students to be Served:** \_\_\_\_\_ **LEP** \_\_\_\_\_ **Non-LEP**

**Number of Teachers** \_\_\_\_\_ **Other Staff (Specify)** \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**Language Instruction Program** – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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**Professional Development Program** – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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**Section III. Title III Budget**

School: 11x270 BEDS Code: 321100011270

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>

<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

### APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

#### *Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

The data used to assess ASE's written translation and oral interpretation needs is based on the Home Language Survey given to all students when they enter the NYC Public Schools. This document states any languages spoken in the student home and thus provides an accurate census of the languages spoken by both students and their parents. The Home Language survey also shows whether or not a child and his family speak English to a proficiency level high enough to understand school communications without translation. In addition the written translation services provided by ASE include Spanish language versions of nearly all school communications. Letters home to parents, report card comments and announcements of school activities are bilingual in English and Spanish. The parent coordinator who is fluent in both languages does these translations in-house. Because every communication is bilingual, there is no special process to determine which parent needs translation services. Again, when it comes to bilingual families who are not Spanish speaking, their grasp of English has proven sufficient to not warrant translation services at this time.

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

Oral interpretation services are provided on an as needed basis by in-house bilingual Spanish/English speakers including but not limited to the parent coordinator, several teachers and members of the secretarial staff. There are also staff members available to translate for Haitian Creole, French and Twi should the need arise. (These same staff members are also willing and able to translate documents should the need arise.)

## Part B: Strategies and Activities

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

The written translation services provided by ASE include Spanish language versions of nearly all school communications. Letters home to parents, report card comments and announcements of school activities are bilingual in English and Spanish. The parent coordinator who is fluent in both languages does these translations in-house. Because every communication is bilingual, there is no special process to determine which parent needs translation services. Again, when it comes to bilingual families who are not Spanish speaking, their grasp of English has proven sufficient to not warrant translation services at this time.

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

The majority of our second language parents are Spanish speakers. Our Parent Coordinator is speaks Spanish as well as one of our Assistant Principals. Therefore, as need arises these staff members can support this.

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

ASE will fulfill Section VII of Chancellor's Regulations regarding parental notification of translation and interpretation services by handing out the Parents Bill of Rights and Responsibilities in their native language with each new student admitted and will provide this same document to all current ELL parents during the annual ELL parent meeting. Additionally, the main office contains a sign in the eight covered languages guiding any parents towards the translation/interpretation services available to them both at ASE and the Office of Translation and Interpretation. Finally, having a bilingual Spanish-speaking member of the secretarial staff ensures that the vast majority of non-English speaking parents are able to contact and communicate with the school's administration in their native language should the need arise.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	412,707	271,166	
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,127	2,712	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	%5	*	
4. Enter the anticipated 10% set-aside for Professional Development:	41,270	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:     100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

## Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

### TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

*NCLB requirement for all Title I schools*

#### **Part A: School Parental Involvement Policy**

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are

encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

## **I. General Expectations**

The Academy for Scholarship and Entrepreneurship agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The Academy for Scholarship and Entrepreneurship will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
  - Support the Parent Association by assisting the president in facilitating space for meetings.
  - Involve parents in the School Leadership Team

2. The Academy for Scholarship and Entrepreneurship will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Create more educational parent programs to promote parent involvement.
  
3. The Academy for Scholarship and Entrepreneurship will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
  - Training parents on accessing student data to help your child attain excellence on ELA & Math exams.
  - Support more academic achievement awards throughout the year.
  
4. The Academy for Scholarship and Entrepreneurship will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
  - Computer Classes for parents/guardians
  - GED classes for parents/guardians
  - ESL classes for parents/guardians
  
5. The Academy for Scholarship and Entrepreneurship will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
  - Utilize resources of Children Aide Society to assist in the recruitment and implementation of adult educational programs.
  - Purchase of School Messenger to help contact parents/guardians. This device will aide in timely contact and notification of all meetings and school activities.
  
6. The Academy for Scholarship and Entrepreneurship will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:
  - The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - i. the State's academic content standards
    - ii. the State's student academic achievement standards
    - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
      - Curriculum night (parent/teacher involvement)

- Series of workshops for parents on helping our students.
- 
- The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
  - Computer workshops
  - Study Strategy Workshops
  - Literacy Workshops
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities).
- Career Night
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- Computer classes for parents/guardians
- GED Classes for parents/guardians
- ESL Classes for parents/guardians
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)
- The CEP plan will become a standard part of the first PGA meeting in September 2008. It will become a guideline to assist in our progress.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;

- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children’s education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

#### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Parent meetings. This policy was adopted by the Academy for Scholarship and Entrepreneurship on 06/20/06 and will be in effect for the period of 2008-2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2<sup>nd</sup>.

#### **Part B: School-Parent Compact**

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Academy for Scholarship and Entrepreneurship, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during school year 2009-10.

#### **Required School-Parent Compact Provisions**

## School Responsibilities

The Academy for Scholarship and Entrepreneurship will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: This is provided by staff through the supervision of two instructional Assistant Principals.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: October and April.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: 6 progress reports and 4 report cards annually.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: There are two official Parent-Teacher conferences scheduled throughout the school year and by appointments.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: This is via class trips and to participate in school activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.

11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

- We, as parents, will support our children’s learning in the following ways:
- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering at my child’s school where needed.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups.

**SIGNATURES:**

<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

### Section I: Schoolwide Program (SWP) Required Components

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
*Refer to the needs assessment on page 11.*
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.  
*These strategies are outlined in our Action plan for our goals.*
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - Help provide an enriched and accelerated curriculum.
    - Meet the educational needs of historically underserved populations.
    - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
    - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

**Directions:** Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
  - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
  - c. Minimize removing children from the regular classroom during regular school hours;

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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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** Not designated for school improvement      **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)**

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

**Part A: SURR Review Team Recommendations** – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

<b>Type of Review or Monitoring Visit</b> (Include agency & dates of visits)	<b>Review Team Categorized Recommendations</b> (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	<b>Actions the school has taken, or plans to take, to address review team recommendations</b>

## **APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)**

*All schools must complete this appendix.*

### **Directions:**

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

### **Supporting Students in Temporary Housing (STH)**

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A: FOR TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

We currently have nine students that are listed as having temporary housing.

2. Please describe the services you are planning to provide to the STH population.  
The plan is to ensure that those students are given an advisory class as well as a tutoring class.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES**

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	Academy for Scholarship and Entrepreneurship: A Co					
<b>District:</b>	11	<b>DBN:</b>	11X270	<b>School</b>	321100011270	

**DEMOGRAPHICS**

Grades Served:	Pre-K		3		7	v	11	v
	K		4		8	v	12	v
	1		5		9	v	Ungraded	v
	2		6	v	10	v		

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0			92.2/	93.1 /
Kindergarten	0	0	0				
Grade 1	0	0	0				
Grade 2	0	0	0	<b>Student Stability - % of Enrollment:</b>	2007-08	2008-09	2009-10
Grade 3	0	0	0	<i>(As of June 30)</i>		92.1	94.2
Grade 4	0	0	0				
Grade 5	0	0	0	<b>Poverty Rate - % of Enrollment:</b>	2008-09	2009-10	2010-11
Grade 6	81	83	83	<i>(As of October 31)</i>		84.1	77.7
Grade 7	88	90	65				
Grade 8	62	98	96	<b>Students in Temporary Housing - Total Number:</b>	2007-08	2008-09	2009-10
Grade 9	120	120	90	<i>(As of June 30)</i>		30	15
Grade 10	68	116	103				
Grade 11	73	53	86	<b>Recent Immigrants - Total Number:</b>	2007-08	2008-09	2009-10
Grade 12	54	63	77	<i>(As of October 31)</i>		10	0
Ungraded	0	0	2				
Total	546	623	602				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	13	24	29	Principal Suspensions		24	265
# in Collaborative Team Teaching (CTT) Classes	26	36	41	Superintendent Suspensions		31	57
Number all others	22	32	31				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants		0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants		0	0

<b>Number of Staff - Includes all full-time staff:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	32	25	TBD	Number of Teachers		34	25
# ELLs with IEPs	1	4	TBD	Number of Administrators and Other Professionals		10	8
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals		2	5

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
		8	69	% fully licensed & permanently assigned to this school		100.0	100.0
				% more than 2 years teaching in this school		31.4	0.0
				% more than 5 years teaching anywhere		40.0	56.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher		86.0	84.0
American Indian or Alaska Native	0.9	1.0	1.0	% core classes taught by "highly qualified" teachers		92.2	93.5
Black or African American	56.8	61.8	64.0				
Hispanic or Latino	39.4	33.5	32.1				
Asian or Native Hawaiian/Other Pacific	1.8	2.2	2.5				
White	0.5	0.2	0.5				
<b>Male</b>	51.5	50.7	50.5				
<b>Female</b>	48.5	49.3	49.5				

**2009-10 TITLE I STATUS**

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
						v	v

**NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY**

<b>SURR School (Yes/No)</b>		If yes,					
-----------------------------	--	---------	--	--	--	--	--

**Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

**Individual Subject/Area AYP Outcomes:**

<u>Elementary/Middle Level</u>	<u>Secondary Level</u>
ELA:	ELA:
Math:	Math:
Science:	Graduation Rate:

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>							
<b>Ethnicity</b>							

American Indian or Alaska Native							
Black or African American							
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White							
Multiracial							
Students with Disabilities							
Limited English Proficient							
Economically Disadvantaged							
<b>Student groups making</b>							

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade:</b>	C / C	<b>Overall Evaluation:</b>	P
<b>Overall Score:</b>	11.7 /	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	P
School Environment:	4.9 / 7.2	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	P
School Performance:	2.5 / 15.4	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	2.8 / 32.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	1.5 / 0		

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
– = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.  
*Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>603</b>	District <b>11</b>	School Number <b>270</b>	School Name <b>A.S.E.</b>
Principal <b>Zenobia White</b>		Assistant Principal <b>R. Belthrop, S. Kim, D. Harris</b>	
Coach <b>type here</b>		Coach <b>type here</b>	
Teacher/Subject Area <b>T. Davis - ESL</b>		Guidance Counselor <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Rose White</b>	
Related Service Provider <b>type here</b>		Other <b>Nora Tiao</b>	
Network Leader <b>type here</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>2</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>34</b>

### C. School Demographics

Total Number of Students in School	<b>613</b>	Total Number of ELLs	<b>32</b>	ELLs as Share of Total Student Population (%)	<b>5.22%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1) -Parents complete HLIS, administered by the ESL teacher and trained staff. The ESL Teacher is Mr. Tyler Davis and his qualifications include a Masters Degree and NYS Certification in TESOL. Parent Coordinator Ms. Rose White offers translation services in Spanish during the ELL Identification Process.

-If parents indicate a language other than English, ESL coordinator/ trained pedagogues conducts an informal interview

-Administer LAB-R, Spanish LAB by trained pedagogue Tyler Davis

-Hand score student answer document

-ESL coordinator and trained staff conduct the parent orientation during which the DVD describing the the three programs offered by the NYCDOE are shown. (transitional bilingual, dual language, ESL). This is ongoing to ensure student placement within 10 days of enrollment.

-Parents then complete the language survey and the Parent Program Selection Form

-If parents select TBE, their names will be added to a list of parents requesting TBE. When the list have 15 students in two contiguous grades for middle school or 20 students in any single grade 9-12 , all speaking the same native language, the school will create a bilingual program, as per CR Part 154.

-Based on the parent Program Selection Form and the student's hand scored LAB-results, the student is appropriately placed within 10 days of enrollment

-Entitlement letter and placement letters are sent to the parent

-All communications, forms, letters are presented in English as well as the student's home language.

-Each student is evaluated annually by the NYSESLAT exam each May. This exam tests students' ability to read, speak, write and listen in English. The NYSESLAT test score determines student placement as either Beginner, Intermediate, Advanced or Proficient for the next academic year.

2) In order to educate parents on the variety of second language acquisition programs offered by the NYC Public Schools, the parent coordinator and ESL teacher/coordinator schedule an informational outreach meeting near the beginning of the school year. Parental attendance is requested by sending multiple mailings and making automated phone calls to the ELL students' homes in both English and their native language. At this meeting, the parents are shown a DVD that outlines the differences between ESL, Transitional Bilingual and Dual Language Programs. Interpreters are on hand to ensure that all parents fully understand the choices available. Also at this meeting, parents are given a survey to gauge how well they've been presented the applicable information and also a form that allows them to choose the program that best fits their child's needs.

3) ASE ensures that the appropriate program selection forms are returned promptly by giving them to parents at the ELL Parent's Night and having parents complete them on-site. Any parents who do not attend the Parent's Night are mailed the selection form alongside a letter stressing its extreme importance in determining their child's second language instruction. Copies of the form are also distributed during the bi-annual Open School Night and Afternoon. If the form is again not returned within a reasonable time frame (about two weeks), the parent is phoned and asked to come into school and fill out the form in person. Forms are also distributed in class for students to take home, have their parents sign and then return.

4) The criteria used to place identified ELLs into bilingual or ESL programs is the wishes of the parent. Several letters home (in English and the student's native language), multiple phone calls and in-person contact at the school stress the importance of each parent filling out the program selection form after reflection upon the various options and what they believe is best for their child's acquisition of English.

5) In general, the parent's choice of ESL has remained in place as the trend at ASE. Because of the relatively few number of ELLs and their wide dispersment across grades 6-12, a bilingual program with these demographics is not possible. Because nearly all parents have chosen to have their child remain in the ESL instructional model offered by ASE, parent requests about their children's second language acquisition have been honored. For the last three years, no parent has wished their child to be taken out of the school's ESL program and put into a bilingual or dual language program.

6) The ESL program model is aligned with parent's requests. In the last three years, no parent has expressed interest in removing their child from ASE's ESL program.

# Part III: ELL Demographics

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>							2	1	1	5	5	5	5	24
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	2	1	1	5	5	5	5	24

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	32	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	5
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	15

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	9	0	2	8	0	0	15	0	3	3
<b>Total</b>	9	0	2	8	0	0	15	0	3	3

Number of ELLs in a TBE program who are in alternate placement:

**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
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							7	1	2	7	4	3	3	27
Chinese														0
Russian														0
Bengali														0
Urdu													1	1
Arabic										2		1		3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other								1						1
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>2</b>	<b>2</b>	<b>9</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>32</b>

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

1) Instruction for ELLs is delivered via self-contained ESL classes. The program model is ungraded and homogeneous - students are grouped into classes based on ability level, not grade. The middle school and high school students are separated. Per state regulations, the amount of service breaks down as follows: Beginning - 540 minutes, Intermediate - 360 minutes, Advanced - 180 minutes ESL and 180 minutes ELA.

2) The organization of staff ensures that the mandated instructional minutes are met. The one ESL teacher teaches all ESL students. To provide all mandated minutes, the ESL teacher uses his Circular Six period as a class and also teaches a full class during the contractually obligated UFT tutoring period.

The explicit instructional minutes for ESL, ELA and NLA are provided according to CR Part 154. Beginning students do not take ELA classes whereas Intermediate and Advanced students do. NLA classes are offered to Spanish students as Spanish is the only foreign language offered.

3) The instructional approaches and methods of the ESL program strive to make content comprehensible to ELLs and enrich their language development. Sound ESL methodologies are employed along with WestEd's QTEL (Quality Teaching for English Learners) strategies along with the KLT program's assessment standards. On a day-to-day basis, this means assessing student achievement and then using the strategies and materials to teach within their zone of proximal development. The intermediate groups use the same College Board SpringBoard curriculum as every other student but it is modified slightly by the instructor to be more ELL friendly. Additionally, the literature component of the ESL curriculum centers around carefully selected adapted novels on several literacy levels. These novels are written from beginner through intermediate and up to advanced levels. Though they are shorter and contain less complex vocabulary than their unadapted counterparts, they provide the same basic content and provoke the same ideas and discussions as the original texts while availing themselves of the English literacy ability of an ELL student.

The language, instructional approaches and methods used to make content comprehensible and enrich language development seek to maintain academic rigor and higher order thinking while making content understandable to students with limited English skills. Explicit vocabulary teaching, visuals, graphic organizers and consultation with content area teachers ensure that ELLs keep pace with their native English speaking classmates.

4) When it comes to specialized instruction for SIFEs, newcomers and long-term ELLs, each student's needs are addressed on a case-by-case basis. Because of ASE's relatively few ELLs and single instructor, there isn't the ability to program specialty classes for these groups. Instead, the benefit of extremely small class sizes allows individual feedback and differentiated instruction from teacher to student. While each class works collectively on similar assignments, the teacher can successfully differentiate the nuances of each student's particular situation. In particular, long-term ELLs are serviced with a better knowledge of their linguistic strengths and weaknesses and with instruction tailored to their many years of student data and teacher experience with particular students. When it comes to ELLs with special needs, their situation is likewise dealt with on an individual basis based on their IEP. As of this writing there is no targeted intervention for ESL students in their content area classes.

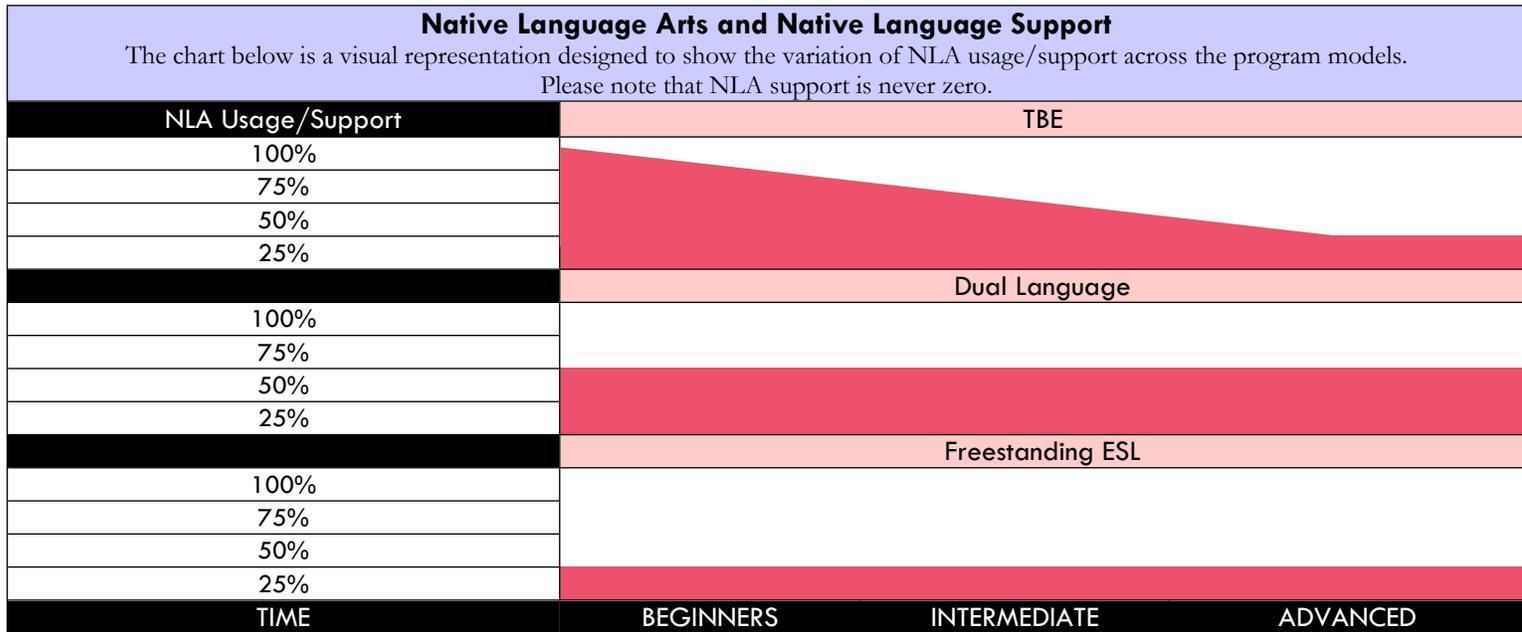
**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day
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**B. Programming and Scheduling Information--Continued**

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

5) Targeted intervention for ELLs in their content area classes include professional development for content area teachers in ESL methodology and after-school tutoring for middle school ELLs.

6) The ESL Department does provide continuing transitional support to ELLs who have tested out within the last two years. These students are given the same testing accommodations on state exams as current ELLs and teachers know that though these students have reached English Proficiency, best ELL-oriented practices are still the best way to teach content.

7) Improvements to the ESL program include the use of Hampton Brown's National Geographic Edge textbook which is written on three proficiency levels and designed specifically for ELLs. Another improvement is the use of Read 180 Leveled Libraries to encourage independent reading both at home and in class.

8) No programs or services have been discontinued.

9) Every ELL is afforded equal access to all school programs, athletics and enrichment. In addition to their mandated ESL program, ELL students are mainstreamed in their other subject area classes such as science, social studies, art, math, gym/health, foreign language and business. ESL students who also qualify for Special Education programs are given services accordingly. In addition, all middle school ELLs participate in the after school enrichment activities four times per week. After school services offered to ELLs include after school tutoring for the middle school, enrichment activities such as volleyball, arts and crafts, sewing, technology, games, etc.

10) The main instructional materials used are the College Board's SpringBoard ELA curriculum, National Geographic's Edge textbook and Penguin Readers adapted ESL novels. Supplementing these texts are various audio/visual and research elements accessed through the iMac computer in the ESL classroom and miscellaneous other components.

11) Native language is supported in the ESL program through the library of native language texts and support from Spanish speaking faculty. English vocabulary is reinforced with definitions in the students' native languages.

12) Required services and resources do indeed support the ELLs ages and grade levels with the main split being between middle and high school.

13) At this time, there is no program to assist newly enrolled ELLs before the beginning of the school year. During the first few weeks of school, new ELLs are shown around the building by the Parent Coordinator and various faculty members are available outside of class to answer any questions regarding adjustment for new students.

14) The only language elective offered to ELLs is Spanish.

### **C. Schools with Dual Language Programs**

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

Paste response to questions 1-5 here

### **D. Professional Development and Support for School Staff**

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1) Ongoing professional development is a cornerstone of ASE ESL Department. The instructor is a veteran of several QTEL (Quality Teaching for English Learners) Institutes including Building the Base, Science and Social Studies. He has also attended many PDs offered by the NYC DOE including but not limited to: Demystifying ELL Data, How to Differentiate Instruction for Middle School ELLs, KLT Assessment Protocols, PD for Language Allocation Policy and Accelerating Academic Language Acquisition for ELLs Across the Content Areas. ESL Teacher conducts three intensive schoolwide professional development sessions for content area teachers, administrative staff, support staff and the Parent Coordinator to strengthen their practice in dealing with the overall language and content needs of ELLs. Additionally, during designated PD times (Fridays) the ESL teacher provides ongoing strategies and support for content teachers in guiding their lesson planning and assessments. These sessions exceed the required 7.5 hours minimum of ELL training. Agenda minutes are kept in the Professional Development Binder.

2) Because ASE is a combined middle and high school, the transition between the grades is much smoother than if a student changed school buildings and cultures. Because of the continuity of having grades 6-12 under one roof with the same school culture, transition between middle and high school is not an impending issue.

3) There is no specific minimum amount of staff training per year in the unique needs of ELLs. However, the ESL teacher does offer several PD sessions a year on the specific needs and skill sets required of ESL students. During these sessions, every faculty member is present and learns best practices on how to make their classes more ESL-friendly.

### E. Parental Involvement

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

1) Parents are involved in the school through the Parent-Teacher Association, School Leadership Team and various programs under the auspices of the Parent Coordinator. Parents have the opportunity to be actively involved in the decision making processes that run the school and advocate for their vision of successful education. The parents of ELLs have the same opportunity to get involved as other parents. Any parents requiring translation into Spanish are given bilingual materials and translation services. Parent outreach is also made by school counselors, individual teachers and administrators. Parent contact is initiated via phone calls, bimonthly progress reports, parent-teacher conferences and after-school parent meetings. Parents are also encouraged to participate in courses offered by the Children's Aid Society.

2) The school is partnered with the Children's Aid Society which provides many services and workshops to all parents, not just the parents of ELLs. Examples include nutrition, healthcare services and peer mediation of conflicts.

3) In conjunction with the Parent Coordinator, the needs of parents are evaluated through in person contact or the annual surveys distributed by letter home.

4) Parental involvement activities address the needs of parents by addressing any specific issues they have with their child's second language acquisition and also allowing them to choose the type of program they want their child in.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1			4		1		6
Intermediate(I)							5	1	1	4	1	1	2	15

Advanced (A)							1	1	1	1	3	2	2	11
Total	0	0	0	0	0	0	7	2	2	9	4	4	4	32

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3				1				4
7	1		1						2
8	2		4						6
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				2				3
8	3		3						6

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	4		1		1				6
8	5		2						7
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2		1	
Math <u>Int Alg</u>	7		5	
Math				
Biology				
Chemistry				
Earth Science	1		1	
Living Environment	4		3	
Physics				
Global History and Geography	4		1	
US History and Government	2		1	
Foreign Language	2		2	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

1) The assessment tools used to assess the early literacy of the ELLs are the LAB-R, NYSESLAT and the work completed in their ESL and content area classes. The insights provided by this data shows that the vast majority of students do better in the speaking and listening modalities than the reading and writing modalities. This data informs the school's instructional plan by having ESL classes concentrate heavily on improving literacy while not placing such emphasis on listening and speaking proficiency.

2) The data pattern across proficiency levels is that students do much better in the listening and speaking modalities than the reading and writing modalities. This is true of all grades and ability levels. This effects instructional decisions because the self-contained ESL classes concentrate much more heavily on reading and writing than listening and speaking. This means a greater emphasis on Cognitive Academic Language Proficiency over Basic Interpersonal Communications Skills.

3) The pattern of students needing literacy instruction more than listening and speaking instruction informs instructional decisions by concentrating nearly all ESL class efforts on improving writing and reading skills. The use of ESL specific adapted novels and textbooks alongside Read 180 leveled libraries places a good deal of emphasis on literacy.

4)

a) The pattern across proficiencies and grades shows that students are better able to communicate verbally than using the written word. As for how students fare in exams in English versus native language, there is no data available since no student took any state exam in the native language. Anecdotally, most students who have been instructed in a content area in English prefer to also take the exam for that subject in English.

b) School leaders and teachers use the results of the ELL Periodic Assessments in much the same way as LAB-R or NYSESLAT results - to determine a students proficiency in the four modalities and track their progress over the course of the year. ESL coursework is tailored toward improving the areas in which students struggle the most.

c) Periodic Assessment data tends to back up the clear consensus of the NYSESLAT and qualitative data that shows students struggle in reading and writing while attaining reasonable competence in listening and speaking.

6) The success of the ESL program is determined by several factors. One determiner of success is students gaining proficiency and fluency in English which in turns helps their academic pursuits in content area classes. Another is successfully passing state exams such as the middle school content area exams and Regents Exams. A final arbiter of success is gaining full proficiency and testing out of ESL via the NYSESLAT.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		

	Other		

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

**Part A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	412,707	271,166	
2. Enter the anticipated 1% set-aside for Parent Involvement:	4,127	2,712	
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	%5	*	
4. Enter the anticipated 10% set-aside for Professional Development:	41,270	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: \_\_\_100%\_\_\_\_\_
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

**Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

**Explanation – School-Parent Compact:** Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT**

*NCLB requirement for all Title I schools*

### **Part A: School Parental Involvement Policy**

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with

parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

## **I. General Expectations**

The Academy for Scholarship and Entrepreneurship agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
  - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
    - that parents play an integral role in assisting their child’s learning;
    - that parents are encouraged to be actively involved in their child’s education at school;
    - that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
    - The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. The Academy for Scholarship and Entrepreneurship will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1112 of the ESEA: (List actions.)
  - Support the Parent Association by assisting the president in facilitating space for meetings.
  - Involve parents in the School Leadership Team
2. The Academy for Scholarship and Entrepreneurship will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Create more educational parent programs to promote parent involvement.
3. The Academy for Scholarship and Entrepreneurship will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance: (List activities.)
  - Training parents on accessing student data to help your child attain excellence on ELA & Math exams.
  - Support more academic achievement awards throughout the year.
4. The Academy for Scholarship and Entrepreneurship will coordinate and integrate Title I parental involvement strategies with parental involvement strategies under the following other programs: [Insert programs, such as: Head Start, Reading First, Early Reading First, Even Start, Parents As Teachers, Home Instruction Program for Preschool Youngsters, and State-operated preschool programs], by: (List activities.)
  - Computer Classes for parents/guardians
  - GED classes for parents/guardians
  - ESL classes for parents/guardians
5. The Academy for Scholarship and Entrepreneurship will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving school quality. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. (List actions, such as describing how the evaluation will be conducted, identifying who will be responsible for conducting it, and explaining what role parents will play)
  - Utilize resources of Children Aide Society to assist in the recruitment and implementation of adult educational programs.
  - Purchase of School Messenger to help contact parents/guardians. This device will aide in timely contact and notification of all meetings and school activities.
6. The Academy for Scholarship and Entrepreneurship will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership with the parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
  - i. the State’s academic content standards
  - ii. the State’s student academic achievement standards
  - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators: (List activities, such as workshops, conferences, classes, both in-State and out-of-State, including any equipment or other materials that may be necessary to ensure success.)
    - Curriculum night (parent/teacher involvement)
    - Series of workshops for parents on helping our students.
    -
- The school will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by: (List activities.)
  - Computer workshops
  - Study Strategy Workshops
  - Literacy Workshops
- The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by: (List activities).
- Career Night
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List activities.)
- Computer classes for parents/guardians
- GED Classes for parents/guardians
- ESL Classes for parents/guardians
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.)

- The CEP plan will become a standard part of the first PGA meeting in September 2008. It will become a guideline to assist in our progress.

### **III. Discretionary School Parental Involvement Policy Components**

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. Adoption**

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by Parent meetings. This policy was adopted by the Academy for Scholarship and Entrepreneurship on 06/20/06 and will be in effect for the period of 2008-2009. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 2<sup>nd</sup>.

#### **Part B: School-Parent Compact**

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in

consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

Academy for Scholarship and Entrepreneurship, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

### **Required School-Parent Compact Provisions**

#### School Responsibilities

The Academy for Scholarship and Entrepreneurship will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: This is provided by staff through the supervision of two instructional Assistant Principals.
2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: October and April.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: 6 progress reports and 4 report cards annually.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: There are two official Parent-Teacher conferences scheduled throughout the school year and by appointments.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: This is via class trips and to participate in school activities.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be

- involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
  10. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
  11. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
  12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
  13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

#### Parent Responsibilities

- We, as parents, will support our children's learning in the following ways:
- Monitoring attendance
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering at my child's school where needed.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

#### **SIGNATURES:**

_____	_____	
_____	_____	
<b>SCHOOL</b>	<b>PARENT(S)</b>	<b>STUDENT</b>
_____	_____	
_____	_____	
<b>DATE</b>	<b>DATE</b>	<b>DATE</b>

**Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Section I: Schoolwide Program (SWP) Required Components**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

*Refer to the needs assessment on page 11.*

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

*These strategies are outlined in our Action plan for our goals.*

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
- o Help provide an enriched and accelerated curriculum.
- o Meet the educational needs of historically underserved populations.
- o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

## **Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved

learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) if the school meets the intent and purposes of each program whose funds are consolidated. Indicate program account number. Check (✓)
		Yes	No	N/A		
Title I, Part A (Basic)	Federal	✓			\$ 412, 707	✓
Title I, Part A (ARRA)	Federal	✓			\$ 271, 166	✓
Title II, Part A	Federal			✓		
Title III, Part A	Federal			✓		
Title IV	Federal			✓		
IDEA	Federal	✓			\$66,298	✓
Tax Levy	Local	✓			\$3,126,024	✓

<sup>1</sup> **Reminder:** 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

<sup>2</sup> **Note:** The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.