



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : _____SCHOLARS' ACADEMY_____

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): _____27Q323_____

PRINCIPAL: MR. BRIAN O'CONNELL_____

EMAIL: BOCONN@SCHOOLS.NYC.GOV _____

SUPERINTENDENT: ___MS. MICHELLE LLOYD-BEY_____

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position/Constituency Represented	Signature
Brian O’Connell	*Principal or Designee	
Tonimarie Sorrentino	Assistant Principal	
Keith Chobot	*UFT Chapter Chairperson or Designee	
Anne Marie McDonald-Smith & Mary Beth Dawson	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
Shinece Bissessar	Student Representative, if applicable	
Deodat Ragoobeer	Student Representative, if applicable	
Nancy Corrigan	Parent Member	
Cora Nelsen	Parent Member	
Keith Goldberg	Parent Member	
John Coscia	Humanities Teacher	
Christine Lyons	Science Teacher	
Navrim Chetram	Parent Member	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

Annual Goal # 1 and Action Plan ELA

Annual Goal #1: By June 2012, approximately 85% to 90% of students will pass high stakes English exams, with students across grades maintaining an 85% average report card grade.

- Grade 6
By June 2012, 100% of students will achieve a level 3 or level 4 with an approximate 690-700 mean scale score on the New York State ELA assessment.
- Grade 7
By June 2012, 100% of students will achieve a level 3 or level 4 with an approximate 690-700 mean scale score on the New York State ELA assessment.
- Grade 8
By June 2012, 100% of students will achieve a level 3 or level 4 with an approximate 690-700 mean scale score on the New York State ELA assessment.
- Grade 9 and 10
By June 2012, 100% of the tested students will pass the English Regents with an approximate 80% average score.
- Grade 11
By June 2012, 100% of 11th grade students will be able to read and write at a college level. By May 2012, to have approximately 50% of students will register for the AP exam and approximately 50% of the students will test at a level 3 with an approximate mean scale score of 3.0.
- Grade 12
By May 2012, it is expected that all students in the 12th grade will be prepared to take the AP Literature and Composition Exam and obtain an approximate mean scale score of a 3.

Comprehensive Needs Assessment:

- 2011 data shows:
 - 99% of students in grades six through eight performed at Levels 3 and 4 with 14% at Level 4
 - 99% of students in grade nine exceeded New York State Requirements on the English Regent's Exam
 - 54% of students in grade eleven who sat for the exam performed at Levels 3 and above on the AP Language Exam
 - 57% of students in grade twelve who sat for the exam performed at Levels 3 and above on the AP Literature Exam
 - Overall, 92% of students in grades 6-12 passed their New York State English Exams in 2011

Instructional Strategies/Activities:

•Workshop Model Lesson Structure & Understanding by Design (*J. Huggins*)

- iPad/Kindle Use Workshops
- Inquiry Circles in the Classroom (*H. Danielson*)
- Student Centered Engaging Lessons
- Differentiated Tasks and Texts Embedded into Lesson Plans
- Curriculum Maps Created on Rubicon Atlas
- Friday Weekly Teacher Inquiry Meetings for Unit & Lesson Planning
- Including Administrators, Lead-Teachers and Classroom Teachers on Professional Development Planning Team
- Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
- Review of Student Reflections from Daily Lessons
- Individual Learning Goal Conferences

- Professional Development & Inquiry Meetings for the 2011-2012 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor's Day (June) from 8:00am to 3:00pm
- **Research Based Student Grouping**
 - Scale Up Triad Groups (*NSF, U.S. Department of Education, Apple, Packard*)
 - Cooperative Constructivist Socialized Learning (*J. Dewey*)
 - Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
 - Review of Student Reflections from Daily Lessons
 - Individual Learning Goal Conferences
 - Professional Development & Inquiry Meetings for the 2011-2012 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor's Day (June) from 8:00am to 3:00pm
- **PARCC Assessment Designs (*Partnership for Assessment of Readiness for College and Careers*)**
 - All Math, Humanities and Science teachers will create and implement one Performance Based Assessment per Marking Period
 - Performance Based Assessment will align with Subject Specific and Standards (CCSS, CB & NYS) Based Rubric
 - Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
 - Review of Student Reflections from Daily Lessons
 - Individual Learning Goal Conferences
 - Professional Development & Inquiry Meetings for the 2011-2012 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor's Day (June) from 8:00am to 3:00pm

Strategies to Increase Parental Involvement:

- Individual Learning Goals in Student Planners with action plans to help ensure caregivers are aware of the goals their student are working towards each marking period
- Edline.net Home School Grades and Resources Website Interface, teacher websites, and ARIS to ensure grades, quizzes, syllabus, assignments, course resources, etc. are clear to caregivers
- Curriculum Overview Meet the Teacher Night to help caregivers understand the courses their students will be studying
- Parent Teacher Conferences focused discussions on the progress of students, with more focused sessions and extended time for students who are struggling
- Sample Lessons online via Vimeo and Ustream to show class procedures and to emphasize major concepts
- School Messenger Parent Contact System to contact parents of students about special learning opportunities of supports and to promote punctuality and attendance
- Parent Workshops: (Math, ELA, Credit Accumulation, College workshops, Power-Speak, High School Admissions, ARIS, Financial Aid Workshops, Health First, Study Skills, Internet Safety, Communication) advertised via Edline.net, PTA meeting agendas, calendars, and websites so caregivers may help their students
- Parent Contact for Students to Attend Academic Acceleration Classes and Saturday Programs

- Scholar of the Month Celebration to honor and promote student achievement

Strategies for Attracting Highly Qualified Teachers: (HQT)

• During the Recruitment and Hiring Process we:

- Background Checks for References, Appropriate License and Certification for Vacancies
- Attend Hiring Fairs through the New York City Department of Education, St. John's University, Queens College
- Post Vacancies on The Open Market System
- View Potential Candidates on New Teacher Finder
- Hold First Level and Second Level Group Interviews with Teachers and Administrators on the Interviewing Panel
- Conduct Demonstration Lessons wherein Candidates Teach a Lesson on Video or in Person, as well as Screen-Casts
- Once Teachers are Hired they are paired with a Teacher Mentor

• Ensuring 100% Scholars' Academy Teachers are Highly Qualified by:

- Placing all Faculty in Teaching Programs by their Current NYC and NYS license and certification
- Providing Tuition Reimbursement Incentives **when appropriate and permitted**
- Sending Faculty to Workshops (College Board, PARCC, CFN 112)
- Assigning all new staff to our school with Teacher Mentors
- Weekly Friday Embedded Professional Development Inquiry Sessions
- New Teacher Workshops

Service and Program Coordination:

- Rockaway Water Alliance
- Magic Box
- Broadridge Financial
- Broadway Junior
- St. Francis College
- College Board

Budget and Resources Alignment:

- Fair Student Funding Tax Levy
- Contract for Excellence Funding
- PTA Funding
- Contract for Excellence
- Councilman Grant
- ARRA RTTT Data Specialist
- ARRA RTTT Citywide Instructional Expectations
- Tax Levy Lead Teacher

- NYSTL funding

Annual Goal # 2 and Action Plan Math

Annual Goal # 2: By June 2012, approximately 85% to 90% of students will pass high stakes math exams, with students in all grades maintaining an 80-85 average report grade.

- Grade 6
By June 2012, students will demonstrate a thorough understanding of the 6th grade math standards by 100% of students performing at a level 3 or 4 with an approximate mean scale score of 710-720 on the New York State Math Exam.
- Grade 7
By June 2012, students will demonstrate a thorough understanding of the 7th grade math standards by 100% of students performing at a level 3 or 4 with an approximate mean scale score of 710-720 on the New York State Math Exam.
- Grade 8
By June 2012, students will demonstrate proficiency in applying mathematical content and critical thinking skills demonstrated by achieving an 80-85% average on the Integrated Algebra Regents, with 100% of students performing at a level 3 or 4 with an approximate mean scale score of 710-720 on the New York State Math Exam.
- Grade 9 (Geometry)
The Geometry goal for the 2011-2012 school year is to have 100% of the students pass the regents exam in June 2012 with an approximate average score of 80-85%.
- Grade 10 (Algebra II/Trig)
By June 2012, 100% of students will pass the Algebra II/Trigonometry Regents exam with an approximate average score of 80-85%.
- Grade 11 (AP Calculus AB)
By June 2012, it is expected that all students in AP Calculus will have achieved a clear understanding of Limits, Derivatives, Integrals and their applications by demonstrating an 80-85% average on their final exam, with 50% of tested students scoring at an approximate average score of Level 3 on the AP exam.

Comprehensive Needs Assessment:

- 2011 data shows:
 - 99% of students in grades six through eight performed at Levels 3 and 4 with 67% at Level 4
 - 97% of students in grade eight exceeded New York State Requirements on the Integrated Algebra Regent's Exam
 - 91% of students in grade nine exceeded New York State Requirements on the Geometry Regent's Exam
 - 90% of students in grade ten exceeded New York State Requirements on the Algebra 2 Trigonometry Regent's Exam
 - 20%% of students who sat for the exam performed at Levels 3 and above on the AP Calculus Exam
 - 66% of students who sat for the exam performed at Levels 3 and above on the AP Statistics Exam
 - Overall, 94% of students in grades 6-12 passed their New York State Math Exams in 2011

Instructional Strategies/Activities:

• **Workshop Model Lesson Structure & Understanding by Design (J. Huggins)**

- iPad/Kindle Use Workshops
- Inquiry Circles in the Classroom (*H. Danielson*)
- Student Centered Engaging Lessons
- Differentiated Tasks and Texts Embedded into Lesson Plans
- Curriculum Maps Created on Rubicon Atlas
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- Professional Development & Inquiry Meetings for the 2011-2012 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor's Day (June) from 8:00am to 3:00pm

• **Research Based Student Grouping**

- Scale Up Triad Groups (*NSF, U.S. Department of Education, Apple, Packard*)
- Cooperative Constructivist Socialized Learning (*J. Dewey*)
- Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
- Review of Student Reflections from Daily Lessons
- Individual Learning Goal Conferences
- Professional Development & Inquiry Meetings for the 2011-2012 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor's Day (June) from 8:00am to 3:00pm

• **PARCC Assessment Designs (*Partnership for Assessment of Readiness for College and Careers*)**

- All Math, Humanities and Science teachers will create and implement one Performance Based Assessment per Marking Period
- Performance Based Assessment will align with Subject Specific and Standards (CCSS, CB & NYS) Based Rubric
- Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
- Review of Student Reflections from Daily Lessons
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Strategies to Increase Parental Involvement:

- Individual Learning Goals in Student Planners with action plans to help ensure caregivers are aware of the goals their student are working towards each marking period
- Edline.net Home School Grades and Resources Website Interface, teacher websites, and ARIS to ensure grades, quizzes, syllabus, assignments, course resources, etc. are clear to caregivers

- Curriculum Overview Meet the Teacher Night to help caregivers understand the courses their students will be studying
- Parent Teacher Conferences focused discussions on the progress of students, with more focused sessions and extended time for students who are struggling
- Sample Lessons online via Vimeo and Ustream to show class procedures and to emphasize major concepts
- School Messenger Parent Contact System to contact parents of students about special learning opportunities of supports and to promote student punctuality and attendance
- Parent Workshops: (Math, ELA, Credit Accumulation, College workshops, Power-Speak, High School Admissions, ARIS, Financial Aid Workshops, Health First, Study Skills, Internet Safety, Communication) advertised via Edline.net, PTA meeting agendas, calendars, and websites so caregivers may help their students
- Parent Contact for Students to Attend Academic Acceleration Classes and Saturday Programs
- Scholar of the Month Celebration to honor and promote student achievement

Strategies for Attracting Highly Qualified Teachers: (HQT)

• During the Recruitment and Hiring Process we:

- Background Checks for References, Appropriate License and Certification for Vacancies
- Attend Hiring Fairs through the New York City Department of Education, St. John's University, Queens College
- Post Vacancies on The Open Market System
- View Potential Candidates on New Teacher Finder and Screen via Skype
- Hold First Level and Second Level Group Interviews with Teachers and Administrators on the Interviewing Panel
- Conduct Demonstration Lessons wherein Candidates Teach a Lesson on Video or in Person, as well as Screen-Casts
- Once Teachers are Hired they are paired with a Teacher Mentor

• Ensuring 100% Scholars' Academy Teachers are Highly Qualified by:

- Placing all Faculty in Teaching Programs by their Current NYC and NYS license and certification
- Providing Tuition Reimbursement Incentives **when appropriate and permitted**
- Sending Faculty to Workshops (College Board, PARCC, CFN 112)
- Assigning all new staff to our school with Teacher Mentors
- Weekly Friday Embedded Professional Development Inquiry Sessions
- New Teacher Workshops

Service and Program Coordination:

- Rockaway Water Alliance
- Magic Box
- Broadridge Financial
- Broadway Junior
- St. Francis College
- College Board

Budget and Resources Alignment:

- Fair Student Funding Tax Levy
- Contract for Excellence Funding
- PTA Funding
- ARRA RTTT Data Specialist
- ARRA RTTT Citywide Instructional Expectations
- Tax Levy Lead Teacher

**Annual Goal # 3 and Action Plan
Science**

Annual Goal #3: By June 2012, approximately 80% of students will pass high stakes science exams, with all grades maintaining an 80-85% average report grade.

- Grade 6
By June 2012, 6th grade students will demonstrate an understanding of a variety of science skills by maintaining an approximate overall average of 85-90% as evaluated through exams and projects.
- Grade 7
By June 2012, all 7th grade students 100% of students will pass the 8th grade science exam with an approximate 80-85% average score.
- Grade 8
By June 2012, 100% of 8th grade students will earn high school Life Science seat-time credit with an approximate overall average score of 80-85% on either the locally designed Life Science high school exam or NYS Living Environment Regents.
- Grade 9 (Physics)
By June 2012, approximately 75-85% of physics students will pass the Physics Regents with approximately 40% of students scoring an 85% or above, and an approximate score of 75-80%.
- Grade 10 (Chemistry)
By June 2012, approximately 80% of students will pass the Chemistry Regents with 30-35% of students scoring above an 85
- Grade 11 (AP Biology)
By May 2012, 50%-75% of tested students will score an approximate average score of Level 3 or above on the AP Biology Examination.
- Grade 11 & 12 (AP Chemistry)
By May 2012, 50%-75% of tested students will score above a Level 3, with an overall approximate average score of Level 3 on the AP Biology Exam.

Comprehensive Needs Assessment:

- 2011 data shows:
 - 100% of students who sat for the exam exceeded New York State Requirements on the Living Environment Regent's Exam
 - 96% of students in grade eighth exceeded New York State Requirements on the Earth Science Regent's Exam
 - 87% of students in grade nine exceeded New York State Requirements on the Physic's Regent's Exam
 - 100% of students in grades ten exceeded New York State Requirements on the Living Chemistry Regent's Exam
 - 25% of students passed the AP Biology test (3 out of 12)

- 25% of Students passed the AP Chemistry test (8 out of 32)
- Overall, 92% of students in grades 6-12 passed their New York State Science Exams in 2011

Instructional Strategies/Activities:

•Workshop Model Lesson Structure & Understanding by Design (*J. Huggins*)

- iPad/Kindle Use Workshops
- Inquiry Circles in the Classroom (*H. Danielson*)
- Student Centered Engaging Lessons
- Differentiated Tasks and Texts Embedded into Lesson Plans
- Curriculum Maps Created on Rubicon Atlas
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- Review of Student Reflections from Daily Lessons
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- Professional Development & Inquiry Meetings for the 2011-2012 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor's Day (June) from 8:00am to 3:00pm

•Research Based Student Grouping

- Scale Up Triad Groups (*NSF, U.S. Department of Education, Apple, Packard*)
- Cooperative Constructivist Socialized Learning (*J. Dewey*)
- Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
- Review of Student Reflections from Daily Lessons
- Individual Learning Goal Conferences
- Professional Development & Inquiry Meetings for the 2011-2012 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor's Day (June) from 8:00am to 3:00pm

•PARCC Assessment Designs (*Partnership for Assessment of Readiness for College and Careers*)

- All Math, Humanities and Science teachers will create and implement one Performance Based Assessment per Marking Period
- Performance Based Assessment will align with Subject Specific and Standards (CCSS, CB & NYS) Based Rubric
- Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
- Review of Student Reflections from Daily Lessons
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- Curriculum Overview Meet the Teacher Night to help caregivers understand the courses their students will be studying
- Parent Teacher Conferences focused discussions on the progress of students, with more focused sessions and extended time for students who are struggling
- Sample Lessons online via Vimeo and Ustream to show class procedures and to emphasize major concepts
- School Messenger Parent Contact System to contact parents of students about special learning opportunities of supports and to promote student attendance and punctuality
- Parent Workshops: (Math, ELA, Credit Accumulation, College workshops, Power-Speak, High School Admissions, ARIS, Financial Aid Workshops, Health First, Study Skills, Internet Safety, Communication) advertised via Edline.net, PTA meeting agendas, calendars, and websites so caregivers may help their students
- Parent Contact for Students to Attend Academic Acceleration Classes and Saturday Programs
- Annual Science Fair to invite caregivers to see the achievements of students in their science classes
- Scholar of the Month Celebration to honor and promote student achievement

Strategies for Attracting Highly Qualified Teachers: (HQT)

- **During the Recruitment and Hiring Process we:**
 - Background Checks for References, Appropriate License and Certification for Vacancies
 - Attend Hiring Fairs through the New York City Department of Education, St. John's University, Queens College
 - Post Vacancies on The Open Market System
 - View Potential Candidates on New Teacher Finder
 - Hold First Level and Second Level Group Interviews with Teachers and Administrators on the Interviewing Panel
 - Conduct Demonstration Lessons wherein Candidates Teach a Lesson on Video or in Person, as well as Screen-Casts
 - Once Teachers are Hired they are paired with a Teacher Mentor
- **Ensuring 100% Scholars' Academy Teachers are Highly Qualified by:**
 - Placing all Faculty in Teaching Programs by their Current NYC and NYS license and certification
 - Providing Tuition Reimbursement Incentives **when appropriate and permitted**
 - Sending Faculty to Workshops (College Board, PARCC, CFN 112)
 - Assigning all new staff to our school with Teacher Mentors
 - Weekly Friday Embedded Professional Development Inquiry Sessions
 - New Teacher Workshops

Service and Program Coordination:

- Rockaway Water Alliance

- Magic Box
- Broadridge Financial
- Broadway Junior
- St. Francis College
- College Board

Budget and Resources Alignment:

- Fair Student Funding Tax Levy
- Contract for Excellence Funding
- PTA Funding
- ARRA RTTT Data Specialist
- ARRA RTTT Citywide Instructional Expectations
- Tax Levy Lead Teacher

**Annual Goal # 4 and Action Plan
Performance Based Assessments (PBA)**

Annual Goal #4: By June 2012, 100% of English, Science, Math, Spanish & History teachers will create two Performance Based Assessments that are “progressively aligned” with Common Core Standards.

Comprehensive Needs Assessment:

- Citywide Instructional Expectations: To successfully prepare all students for life after high school, teachers need to create cognitively demanding learning experiences in their classrooms every day.
- As we continue to work toward graduating students who are college and career ready, we are strengthening student work by examining and refining curriculum, assessment, and classroom instruction; and strengthening teacher practice by examining and refining the feedback teachers receive.
- At a minimum, teachers will be expected to in teams, look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands (spring/fall 2011).
- Engage all students in tasks aligned to strategically selected Common Core standards.
- These tasks will be embedded in Common Core-aligned curricula and include multiple entry points for all learners
- In teams, look closely at resulting student work to continue the cycle of inquiry, making future
- Instructional adjustments and communicating lessons learned to other school staff (spring 2012)

Instructional Strategies/Activities:

- **Workshop Model Lesson Structure & Understanding by Design (J. Huggins)**
 - Inquiry Circles in the Classroom (H. Danielson)
 - Student Centered Engaging Lessons
 - Differentiated Tasks and Texts Embedded into Lesson Plans

- Curriculum Maps Created on Rubicon Atlas
- Friday Weekly Teacher Inquiry Meetings for Unit & Lesson Planning
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Strategies to Increase Parental Involvement:

- Individual Learning Goals in Student Planners with action plans that reference how the Performance based assessment will help the students achieve their goal to help ensure caregivers are aware of the goals their student are working towards each marking period
- Edline.net Home School Grades and Resources Website Interface, teacher websites, and ARIS to ensure grades, quizzes, syllabus, assignments, course resources, etc. are clear to caregivers and address performance based assessment deadlines and materials to help students complete these assessments
- Curriculum Overview Meet the Teacher Night to help caregivers understand the courses their students will be studying and how performance based assessments will be used in the classroom
- Parent Teacher Conferences focused discussions on the progress of students, with more focused sessions and extended time for

students who are struggling and will reference student performance on assigned performance based assessments

Strategies for Attracting Highly Qualified Teachers: (HQT)

• During the Recruitment and Hiring Process we:

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- Post Vacancies on The Open Market System
- View Potential Candidates on New Teacher Finder
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- Conduct Demonstration Lessons wherein Candidates Teach a Lesson on Video or in Person, as well as Screen-Casts
- Once Teachers are Hired they are paired with a Teacher Mentor

• Ensuring 100% Scholars' Academy Teachers are Highly Qualified by:

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- Providing Tuition Reimbursement Incentives **when appropriate and permitted**
- Sending Faculty to Workshops (College Board, PARCC, CFN 112)
- Assigning all new staff to our school with Teacher Mentors
- Weekly Friday Embedded Professional Development Inquiry Sessions
- New Teacher Workshops

Service and Program Coordination:

- Rockaway Water Alliance
- Magic Box
- Broadridge Financial
- Broadway Junior
- St. Francis College
- College Board

Budget and Resources Alignment:

- Fair Student Funding Tax Levy
- Contract for Excellence Funding
- PTA Funding
- ARRA RTTT Data Specialist
- ARRA RTTT Citywide Instructional Expectations
- Tax Levy Lead Teacher

**Annual Goal # 5 and Action Plan
College Readiness**

Annual Goal #5:

- *By June 2012, 100% of our 12th grade students will successfully complete the requirements for graduation, 100% will be deemed “College Prepared” and 90-95% will meet the criteria for college readiness as outlined by CUNY and the DOE*

Comprehensive Needs Assessment:

- College Preparedness is earned when a student successfully completes an advanced course and regents or an endorsed college level course or AP course
- In 2011, the graduating class had 100% of students considered “College Ready”
- College Readiness is defined by NYC and CUNY by the following criteria:
 - Students must earn an 80 or above on the English regents or a 480 or higher on the critical reading portion of the SAT
 - Students must earn a 75 or higher on a math regents or a 480 or higher on the math portion of the SAT
- In 2011, the graduating class had a 100% graduation rate and 90% were deemed college ready
- The Class of 2012 currently has 78 students who have met the criteria to be considered “College Ready” and 8 students who are currently not considered “College Ready”
- The Class of 2013 has 18 students not considered “College Ready”

- The Class of 2014 has 61 students not considered “College Ready”

Instructional Strategies/Activities:

The students in the class of 2012 and 2013 will each receive an individualized action plan for taking the SAT and regents examinations and the corresponding course work in order to prepare them to earn the recommended minimum score. A parent meeting will be held and a contract will be signed by the parent, student and the guidance counselor. The students in the class of 2014 will participate in a rigorous course of study in English and will re-take the English exam in January 2012.

•Workshop Model Lesson Structure & Understanding by Design (J. Huggins)

- Inquiry Circles in the Classroom (*H. Danielson*)
- Student Centered Engaging Lessons
- Differentiated Tasks and Texts Embedded into Lesson Plans
- Curriculum Maps Created on Rubicon Atlas
- Friday Weekly Teacher Inquiry Meetings for Unit & Lesson Planning
- Including Administrators, Lead-Teachers and Classroom Teachers on Professional Development Planning Team
- Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
- Review of Student Reflections from Daily Lessons
- Individual Learning Goal Conferences
- Professional Development & Inquiry Meetings for the 2011-2012 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor’s Day (June) from 8:00am to 3:00pm

•Research Based Student Grouping

- Scale Up Triad Groups (*NSF, U.S. Department of Education, Apple, Packard*)
- Cooperative Constructivist Socialized Learning (*J. Dewey*)
- Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
- Review of Student Reflections from Daily Lessons
- Individual Learning Goal Conferences
- Professional Development & Inquiry Meetings for the 2011-2012 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor’s Day (June) from 8:00am to 3:00pm

•PARCC Assessment Designs (*Partnership for Assessment of Readiness for College and Careers*)

- All Math, Humanities and Science teachers will create and implement one Performance Based Assessment per Marking Period
- Performance Based Assessment will align with Subject Specific and Standards (CCSS, CB & NYS) Based Rubric
- Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
- Review of Student Reflections from Daily Lessons
- Individual Learning Goal Conferences
- Professional Development & Inquiry Meetings for the 2011-2012 School-Year every Friday from 1:20pm to 3:10pm, as well

as Election Day (November) and Chancellor's Day (June) from 8:00am to 3:00pm

Strategies to Increase Parental Involvement:

- Edline.net Home School Grades and Resources Website Interface and ARIS to ensure grades, quizzes, syllabus, assignments, course resources, college office opportunities, scholarships, etc. are clear to caregivers
- Curriculum Overview Meet the Teacher Night with college office staff present to discuss steps students must take in order to prepare for college
- Parent Teacher Conferences focused discussions on the progress of students with college office staff available to caregivers
- School Messenger Parent Contact System to contact parents of students about special learning opportunities of supports
- Parent Workshops: (College workshops, ARIS, Financial Aid Workshops, Health First, Study Skills, Communication) advertised via Edline.net, PTA meeting agendas, calendars, and websites so caregivers may help their students prepare for college
- Scholar of the Month Celebration to honor and promote student achievement

Strategies for Attracting Highly Qualified Teachers: (HQT)

• During the Recruitment and Hiring Process we:

- Background Checks for References, Appropriate License and Certification for Vacancies
- Attend Hiring Fairs through the New York City Department of Education, St. John's University, Queens College
- Post Vacancies on The Open Market System
- View Potential Candidates on New Teacher Finder
- Hold First Level and Second Level Group Interviews with Teachers and Administrators on the Interviewing Panel
- Conduct Demonstration Lessons wherein Candidates Teach a Lesson on Video or in Person, as well as Screen-Casts
- Once Teachers are Hired they are paired with a Teacher Mentor

• Ensuring 100% Scholars' Academy Teachers are Highly Qualified by:

- Placing all Faculty in Teaching Programs by their Current NYC and NYS license and certification
- Providing Tuition Reimbursement Incentives **when appropriate and permitted**
- Sending Faculty to Workshops (College Board, PARCC, CFN 112)
- Assigning all new staff to our school with Teacher Mentors
- Weekly Friday Embedded Professional Development Inquiry Sessions
- New Teacher Workshops

Service and Program Coordination:

- Broadridge Financial
- St. Francis College
- College Board
- Private College Consultant via CFN

Budget and Resources Alignment:

- Fair Student Funding Tax Levy
- PTA Funding
- Councilman Grant
- Data Inquiry Funding

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

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			N/A					
5			N/A					
6	50	50	20	50	6	0	1	2
7	50	50	50	25	8	0	1	4
8	50	50	50	28	11	0	0	4
9	23	50	28	23	7	0	0	2
10	40	37	30	28	9	0	1	2
11	12	14	12	12	7	0	0	2
12	11	9	11	5	6	0	0	1

Identified groups of students who have been targeted for AIS, and the established criteria for identification:
 See table below for explanation & description

Part B. Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each 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.).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Description: <i>The following items below are subject to any necessary budgetary changes.</i> Intervention, acceleration and support services are provided to students:</p> <ul style="list-style-type: none"> • To support academic improvement & acceleration • To support health services and • To improve overall student social, mental, and emotional well being <p>Funding: Fair Student Funding will be used to finance: Supplemental High School Math Summer & Regent’s Review Program \$3,000</p> <ul style="list-style-type: none"> • AIS/AAT Classes & Saturday Academy, Peer Tutoring, SAT Prep \$18,555 • FSF English Regents January Exam Review Course: \$1637 • Kaplan SAT Prep Course: Councilman Grant: \$9,000 </div>
<p>ELA:</p>	<p>English Language Arts support & acceleration/interventions include whole class, small group and one-to-one instruction during the school day, at lunch, before school, after school on Saturdays and during the summer. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school and service larger groups during our Saturday Academy. The following are a plethora of resources and materials that are used during AIS programs: ACUITY, past ELA state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing, reading fictional selections, nonfiction text, newspapers, historical fiction novels and utilizing the internet.</p>

<p>Mathematics:</p>	<p>Mathematics support and acceleration/ interventions include whole class, small group and one-to-one instruction during the school day, at lunch, before school, after school on Saturdays and during the summer. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school and service larger groups during our Saturday Academy. The following are a plethora of resources and materials that are used during AIS programs: ACUITY, past Math state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, AMSCO prep books, NYS Coach books, online courses and utilizing the internet.</p>
<p>Science:</p>	<p>Science support and acceleration/ interventions include whole class, small group and one-to-one instruction during the school day, at lunch, before school, after school on Saturdays and during the summer. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school and service larger groups during our Saturday Academy. The following are a plethora of resources and materials that are used during AIS programs: ACUITY, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, Regents review books, mini labs, online courses and utilizing the internet.</p>
<p>Social Studies:</p>	<p>Social Studies support & acceleration/interventions include whole class, small group and one-to-one instruction during the school day, at lunch, before school, after school on Saturdays and during the summer. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school and service larger groups during our Saturday Academy. The following are a plethora of resources and materials that are used during AIS programs: ACUITY, past SS state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing, reading fictional selections, nonfiction text, newspapers, primary source documents, historical speeches, historical fiction novels and utilizing the internet.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>One-to-one and small group guidance sessions are provided to students by the school counselor to discuss topics such as: organizational skills, work quality, study skills, homework completion, class performance, conflict mediation, community service, parental involvement, peer pressure, parent divorce/separation, bereavement, how to interact in a positive setting, high school selection process and college readiness.</p>

At-risk Services Provided by the School Psychologist:	One-to-one and small group sessions are provided by the school psychologist during the school day to aid in the resolution of outside issues, which may affect student academic performance and overall well-being. Class workshops and discussions are also facilitated by the school psychologist to address topics such as positive social interaction, peer pressure, being a positive role model and saying no to drugs and alcohol.
At-risk Services Provided by the Social Worker:	The school social worker meets with at risk students in a one-to-one setting to discuss factors unrelated to school that may be causing academic difficulties. She also meets with students to improve organizational skills which may be hindering a student's academic performance and ensure all IEP's and annual reviews follow proper protocol and compliance.
At-risk Health-related Services:	Students receive services from the school nurse with regards to: diabetes, asthma conditions, nebulizer treatment, severe allergies, migraines, use of crutches, etc. An occupational teacher, vision teacher, mobility teacher and a physical therapist also work with students during the school day in a one to one setting.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

Although Scholars' Academy is not a Title I school, we have systems in place that the needs of all stakeholders are met. Our plan for increasing parent involvement in our school is listed below in our Parent Involvement Policy

Scholars' Academy CEP Parent Involvement: 2011-2012

Goal: By June 2012, there will be an increase in the quality of parent involvement through an increase in number and type of parent engagement activities in order to increase:

- Percentage of ratings received on the parent surveys by approximately 2-5%
- Parent Teacher Conference Attendance by approximately 5%
- Edline.net enrollment by approximately 10%

- ARIS enrollment by approximately 20%
- Parent Attendance at Curriculum Overview Night by approximately 10%
- Learning Environment Progress Report Parent Survey Improvement by approximately .02% in each category

Parent Involvement Objectives:

To increase the percentage of parent satisfaction reported in the annual Learning Survey by approximately 2-5% in each category.

2009-2010 Learning Survey parents satisfied or very satisfied with:	2010 Survey Result
The education their child received this year	97%
The opportunities to be involved in their child's education	92%
How well the school communicates with them	93%

Increase the number of parents who attend the school-wide Fall and Spring Parent Teacher Conferences and at the documented individual conferences one week before and after these conferences by 5%.

Fall 2010 Parent Teacher Conference	67% attendance
Spring 2011 Parent Teacher Conference	43% attendance

Increase the number of parents who have activated their accounts for Edline by approximately 10% and ARIS by approximately 20%.

Parent Engagement Program	% of parents with activated accounts as of Spring 2011
ARIS	40%
EDLINE	85%

Increase Attendance at Curriculum Overview Night by approximately 10%

Grade	Percent of Parents Attended Fall 2010
Middle School	32%
High School	63%

NYC School Survey increase in score by approximately .02% in each category

Category	2010-2011	2009-2010 results Out of 10	2008-2009 results Out of 10	2007-2008 results Out of 10
Academic Expectations	8.5	8.3	8.6	8.5
Communication	7.7	7.4	7.8	7.8
Engagement	7.8	7.7	7.9	8
Safety and Respect	8.3	8.1	8.5	8.4

Parent Communication and Engagement Action Plan

<p>September</p> <ul style="list-style-type: none"> • HS application Workshop • Discipline Policy Workshop • Scholar of the Month Assembly – Parent/Student Breakfast • PTA Meeting – Principal's Report <p>October</p> <ul style="list-style-type: none"> • Credit Transcript Review Workshop • Scholar of the Month Assembly – Parent/Student Breakfast • HS Outstanding Scholar Assembly • Curriculum Overview/ Meet the Teachers Night • PTA Meeting – Principal's Report • Powerspeak Workshop <p>November</p> <ul style="list-style-type: none"> • Parent Teacher Conferences – Afternoon and Evening • Safety Workshop • Scholar of the Month Assembly – Parent/Student Breakfast • PTA Meeting – Principal's Report 	<p>February</p> <ul style="list-style-type: none"> • Parent Teacher Conferences - Afternoon and Evening • ELA Common Core Standards and the Need for Effective Study Skills • Cyberbullying Workshop • PTA Meeting – Principal's Report • Scholar of the Month Assembly Parent/Student Breakfast • HS Outstanding Scholar Assembly <p>March</p> <ul style="list-style-type: none"> • College Selection Workshop • Career Day • College Fair • Learn How to Communicate More Effectively With Your Teen Workshop • PTA Meeting – Principal's Report • Scholar of the Month Assembly Parent/Student Breakfast • HS Outstanding Scholar Assembly <p>April</p> <ul style="list-style-type: none"> • Family Math Night
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<ul style="list-style-type: none"> • Open Classroom Days <p>December</p> <ul style="list-style-type: none"> • Financial Aid Workshop • Health First Insurance Information and Presentation • Scholar of the Month Assembly – Parent/Student Breakfast • HS Outstanding Scholar Assembly • PTA Meeting – Principal’s Report • Winter Concert <p>January</p> <ul style="list-style-type: none"> • Study Skills Workshop • Navigating College Exams Workshop • PTA Meeting – Principal’s Report • Scholar of the Month Assembly – Parent/Student Breakfast 	<ul style="list-style-type: none"> • International Trip Interest Presentation and Information • Board Walk-a-Thon • Middle School Talent Show • PTA Meeting – Principal’s Report • Scholar of the Month Assembly Parent/Student Breakfast <p>May</p> <ul style="list-style-type: none"> • Academic Boot Camp Workshop • PTA Meeting – Principal’s Report • Scholar of the Month Assembly Parent/Student Breakfast • HS Outstanding Scholar Assembly • Spring Arts Festival • Science Fair <p>June</p> <ul style="list-style-type: none"> • Parent /Child Communication Workshop • PTA Meeting and Elections – Principal’s Report • Scholar of the Month Assembly Parent/Student Breakfast
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Budget for Parent Involvement: 2011-2012

School Messenger	\$2,182.50
EDLINE.NET	\$6,077.00
Parent/Student Scholar of the Month Breakfast 10 months	\$2,100
Student Planners	\$6,000
Parent Handbooks	<u>\$1,247</u>
TOTAL	\$17,606.50

SCHOOL-PARENT COMPACT

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

Although Scholars’ Academy is not a Title I school, we have systems in place that the needs of all stakeholders are met. The responsibilities of the major stakeholders are identified in our attached Parent Compact.

**Scholars' Academy Parent Compact:
School Responsibilities:**

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

- Using academic learning time efficiently through 90 minute block scheduling and an extended school day 4 days per week
- Providing professional development and time for teacher inquiry and data analysis during Friday afternoon meetings
- Respecting cultural, racial and ethnic differences and providing Respect for All workshops throughout the year
- Implementing and constantly revising a curriculum map aligned to State Standards and ensuring teacher lesson plans, curriculum maps, and learning objectives are directly connected to the standards
- Creating and articulating grading policies to parents and students based upon multiple criteria anchored by standards based instruction and assessments
- Offering high quality instruction in all content areas, and ensuring that: students are highly engaged during instruction, teachers address individual learning needs of each child, and that systems are in place to communicate individual learning needs of students to parents. Ensuring Acceleration Programs and AIS programs are available to all students either after school or on Saturdays
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act
- Using the "Scale-Up" Cooperative learning model to maintain student interest, a standard of the week to emphasize state standard relevance, and weekly teacher professional development built into the instructional program to ensure teacher's are trained in using state standards to drive instruction

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related
- Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand
- Involving parents in the planning process to review, evaluate and improve the existing Parent Involvement Policy and this Compact

- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed, posted online, and discussed with parents each year

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- Ensuring staff who speak Spanish and Russian are on hand at school recruitment events, with phone access to other interpreters as needed
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member either via phone, email, or person
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities
- Planning activities for parents during the school year (e.g., Open School Week)

Provide general support to parents by:

- Creating safe, supportive and effective learning community for students and a welcoming respectful environment for caregivers
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend)
- Sharing/communicating best practices for effective communication, collaboration and partnering with the school community
- Supporting parental involvement activities as requested by parents

Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age
- Check and assist my child in completing homework tasks, when necessary
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- Set limits to the amount of time my child watches television or plays video games
- Promote positive use of extracurricular time: extended day learning opportunities, clubs, team sports and/or quality family time
- Encourage my child to follow school rules and regulations and discuss this Compact with my child
- Volunteer in my child's school or assist from my home as time permits

- Participate, as appropriate, in the decisions relating to my child's education.
I will also:
 - Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district
 - Respond to surveys, feedback forms and notices when requested
 - Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact
 - Participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible
 - Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district, School or District Leadership Teams
 - Share responsibility for the improved academic achievement of my child

Student Responsibilities:

- Attend school regularly and arrive on time
- Complete my homework and submit all assignments on time
- Follow the school rules and be responsible for my actions
- Show respect for myself, other people and property
- Try to resolve disagreements or conflicts peacefully
- Always try my best to learn

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Rello Anselmi, Corrine/Pelles	District 27	Borough Queens	School Number 323
School Name Scholars' Academy			

B. Language Allocation Policy Team Composition [?](#)

Principal Brian O'Connell	Assistant Principal Toni Sorrentino, Team Leader
Coach Dannielle Colleran, ELA	Coach Michele Smyth, AP
ESL Teacher Judith Mainhart, ESL K-12 lic.	Guidance Counselor Lorry Rozman, Translator
Teacher/Subject Area Jonathan Bradley, Math	Parent Julie Molino
Teacher/Subject Area type here	Parent Coordinator Janet Brady
Related Service Provider Lorraine Caraccio, Translator	Other Virginia O'Hare, Secretary
Network Leader Kathy Pelles	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	970	Total Number of ELLs	0	ELLs as share of total student population (%)	0.00%
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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. 

The Scholars' Academy is an Accelerated Middle School and High School with an Early College Component. Student enrollment is based on a rigorous application process due to the expectation of acceleration in all subject areas. The school currently serves 970 students in grades 6-12.

The middle school grades serve approximately 30-32 students per class and the high school grades house approximately 24-30 students per class. The student population is diverse as indicated within the body of our Comprehensive Education Plan (CEP). 0% of the population is made up of ELL's.

In 2006-2007, the school did not have any ELL students. In 2007-2008, the school had one ELL student on register. This student was serviced before, during, and after school. The academic results were impressive as the ELL student achieved a passing score on the NYSESLAT and scored a 90% on the High School NYS Regents Exam in the 9th Grade. During the 2008-2009 school year, two new admits from private school, were identified for the LAB-R by Home Language Surveys, they received extremely high passing scores on the exam. During the school year, 2009-2010 four students were identified to take the LAB-R by the Home Language Surveys, they were also new admits to our school and received high passing scores on the exam which then excluded them from any ELL category. This year thus far there have been 0 students identified as needing the LAB-R examination. The school LAP Team maintains a standing plan to accommodate and meet the needs of ELL's through an ESL approach.

Annually the LAP team, with the assistance from our testing and data inquiry teams, analyzes data in ARIS and ATS. These teams identify any current or former ELL students by looking at NYSLAT data.

As qualified students are admitted to the school through an application process, upon the admission of an ELL student or potential ELL student, the school LAP team will:

1. Team Leader, Toni Marie Sorrentino and assistant team leader Virginia O'Hare will administer and analyze Home Language Surveys within 10 school days. Toni Marie Sorrentino is a licensed school administrator and Virginia O'Hare is a fully licensed School Secretary. Dannielle Colleran is a permanently licensed Reading Teacher in grades K-12. Lorry Rozman is a permanently certified Guidance Counselor. Danielle Colleran and Lorry Rozman will operate in the same functions if Toni Marie Sorrentino & Virginia O'Hare are absent.

2. Translation services will be provided if needed via home language surveys available in 15 native languages and/or on-sight translators, languages spoken by pedagogues Spanish, Italian, French, German, Russian, Polish. Informal interview and HULS completed with pedagogue.

3. Parents/guardians will be invited to school to have face to face meetings and informal oral interviews in English and/or in their home

language, with Team Leader, Guidance Counselor, and Assistant. Administration, Team Members, and Parent Coordinator will ensure that parents are aware of these meetings via continuous parent outreach such as phone calls, letters, emails, meetings, etc.

4. Parent & LAP Team members will communicate over the phone as well as in person in order to uphold constant communication. We have many staff members on hand who speak a variety of languages such as Mandarin, Russian, Spanish, Arabic. We also know of phone systems that we can use to translate other language if need be.

5. The LAB-R, if deemed appropriate and necessary, will be administered within 10 school days of student enrollment in school by Toni Marie Sorrentino, team leader or Dannielle Colleran.

6. The exams will be graded in house and sent out to be scanned

7. Toni Sorrentino, with assistance from LAP team will determine whether or not specific students are deemed ELL's or non ELL's

8. Toni Sorrentino and LAP Team will communicate and inform parents and guardians of various ELL programs in the community and have them select their #1 preference program in person

9. Parents will be invited to school for these informational meeting sessions and to watch the toolkit DVD; this will take place within 10 days of student enrollment in school

10. Toni Sorrentino and LAP Team will inform parents & guardians of the neighboring schools that offer their #1 chosen program or parents can also choose to remain in the school and once we have 15 students with that parent choice, then we will create a program (dual or TBE)

11. We are unable to determine any set trends in specific wanted programs by parents, we have only had 1 ELL student so far

Annually, the LAP team, with the assistance from our testing and data inquiry teams will analyze data in ARIS and ATS. These teams will identify any current or former ELL students by Looking at NYSLAT data.

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional														0

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

B. ELL Years of Service and Programs

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

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

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
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

This team works closely to ensure that student instructional programs are in agreement with NYSED-CR Part 154 mandates and regulations including Parent Involvement procedures, course work, instruction, and teacher professional development.

The LAP Team is designed to coordinate an academic plan to support and enhance all services for ELL students. The pupil accounting intake team member, guidance counselor and translation coordinator will serve as points of contact between the home and school.

A. Programming and Scheduling Information

The testing team ensures that all ELL & former ELL students are provided with testing modifications. The academic acceleration team works with all teachers to ensure that all ELL & former ELL students are provided with support via extra help classes in science, reading and math, as well as opportunities in the school's peer tutoring & Saturday programs. Teachers utilize Regent's and State Exam websites, Edline.net, the technology lab, school lab, laptop carts, google-docs, ACUITY, ARIS, POWERSPEAK (grade 7) and internet links to support ELL & former ELL students. The school's literacy & technology lead teachers work alongside the teaching staff to include the following materials into daily instruction: practice assessments, benchmarks assessments from CEP, ACUITY, Predictives, class novels, independent reading books, instructional hand-outs, in school curriculum maps, as well as core curriculum and Regent's review textbooks.

Members of the LAP Team will also coordinate in-house translating when capable or utilize DOE translation resources as necessary. The guidance counselors will correspond with our ESL teacher (in-house) to ensure that student assessment, performance, instruction, and stress related to such is managed. Overlap of LAP Team Members with the school's Pupil Personnel Team (PPT) and school's Academic Acceleration/Intervention Services Team (AAT/AIS) is strategic in order to ensure that support is complete. Close communication among these three teams is essential to ensure that there is clear collaboration and support from the content area teachers and ESL teacher. All decisions will be made in consultation and approved by the building principal.

The LAP Team will also be represented on the Cabinet, Data Inquiry Team and School Leadership Team by the Assistant Principal and the Principal to ensure that budget, staffing, intervention plans, etc. are all strategic, data-based and in alignment with needs of the ELL student(s).

As a "living document," the CEP and Language Allocation Policy will be reviewed and amended yearly to ensure that the needs of ELL or former ELL students who may attend Scholars' Academy are addressed beyond the requirements of the State Education Department.

In 2008-2009, Scholars Academy had (1) one ELL student who transferred in from another school on September 25th, 2007, into our grade 9.

The school LAP Team played an active role in the development of an instructional plan for the ELL student to support and ensure academic success.

The Grade 9 HS English Teacher was instructed to assess the student. Based on the informal assessment (similar to the NYESLAT) the ELA teacher determined that the ELL student was a strong candidate in ELA.

The Team Director contacted our LSO ELL Support Office in an effort to obtain leads on potential ESL or TESOL teachers in our area that would be able to work with this student. After this option was exhausted due to non-availability, we consulted our LSO ELL Support once again who worked with us to develop an intervention program in the student's English Class where the teacher would spend ample time teaching one: one and working with the student both before and after school. The student communication skills in writing were tracked using monthly portfolio pieces which were outstanding. Our school is an entirely cooperative group model school and daily speaking in English is expected throughout every class. This one ELL student participated in all regular coursework that other students in her grade completed. Coursework included: HS Physics with June Regents, HS English, with June Regents, HS Math A, with June Regents, and HS U.S. History and Government, with June Regents. At Scholars Academy the mandated lesson structure fosters small group instruction and daily 1:1 conferencing with students. Teachers also provide instruction before and after school, as well as Saturday, for these Regents Classes, specifically English, Physics, and Mathematics. As a result, our one ELL student passed all of our Regents Exams with high marks (English 90%, History 92%, Physics 72%, Math A 90%). At the end of the year, this student passed the NYSESLAT as well.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language
- heritage classes

• foreign language (LOTE) classes

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

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

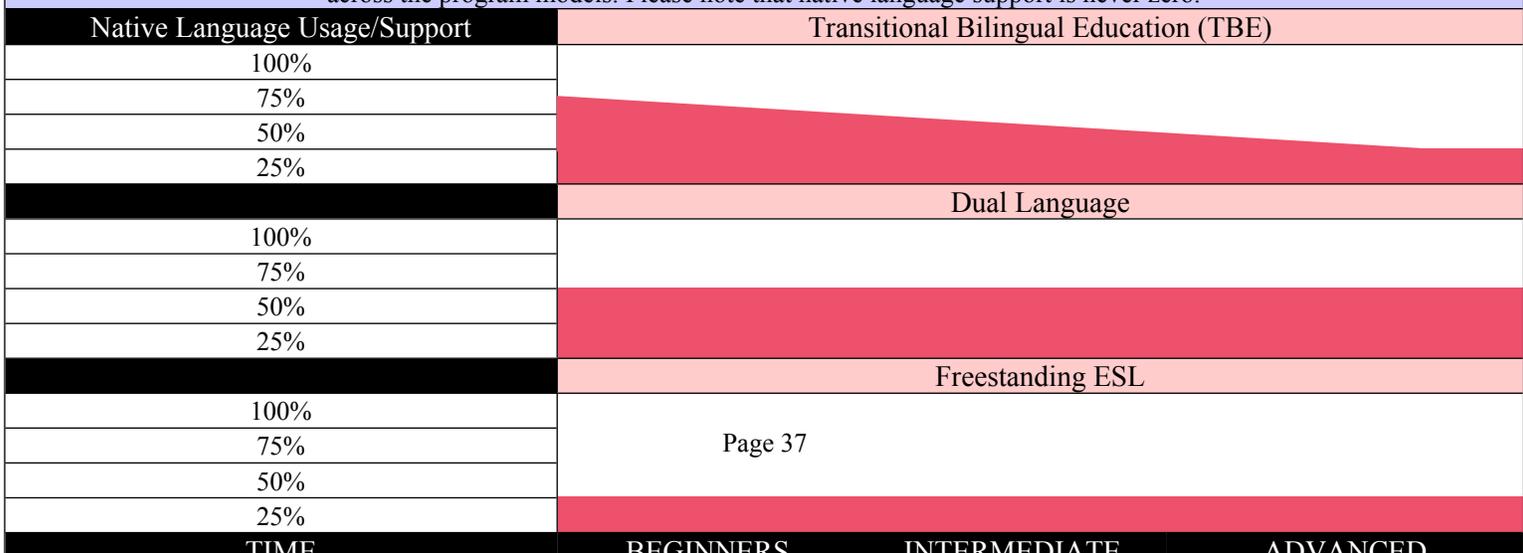
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

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

We have academic intervention, acceleration, extra help, study skills, study hall and peer tutoring courses that take place before, during, after-school and on Saturdays for all students in ELA, Math, Science, History, Spanish.

This year thus far, we have increased the number of these classes offered to our students. We have also renamed them acceleration classes instead of referring to them as interventon classes.

Core subject teachers, as well as enhanced enrichment teachers conference individually with their students several times per marking period. Teachers and students meet to create learning goals, next steps and action plans every 6 weeks. These goals are then tracked in teacher records, electronically and in data binders, as well as in individual student planners. Parents and guardians receive communication about the goals as well through the use of the planners, Edline, meetings, calls, emails, etc.

Laptops, desktops, smart boards, Edline, TEAL Room, technology lab, internet café, nano's, flip cameras, Powerspeak, Ipads and podcasts are just some of the various forms of technology used in the building to enhance daily instruction.

All students are given the opportunity to be exposed to Latin, Sign Language and Spanish.

In 2008-2009, Scholars Academy had one ELL student who transferred in from another school on September 25th, 2007, into our grade 9.

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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.

Scholars' Instruction:

Expectations, Professional Development
And Initiatives

Mission

"To investigate uses of technology to improve all student learning through greater teacher efficiency and home/school communication"

Theme

Remove Time & Place from Teaching & Learning

We will continue to experiment with technology through various methods, avenues, equipment & software in order to improve student learning.

Including, but not limited to: Edline.net, School messenger, ARIS, Google Docs, IZone, Pod casts, Skype, TEAL room, Internet Café, State of the Art Computer & Science Labs, Virtual Labs, Smart-boards, Vimeo & Video Inquiry Team

Initiative #1.

Common Core & State Standards Based Process & Content:

The Scholars' Academy will be incorporating the Common Core Standards within our curriculum and daily instruction this year school-wide. These standards are research based, rigorous and presented in an extremely user-friendly, clear and concise format. These standards will assist in our current practices already in place to ensure:

- literacy skills are enforced throughout all subjects and classes
- vertical alignment is in place from grade to grade
- college and career readiness is a focus throughout all grades, 6-12

In addition, we teach children, not subjects. Subjects are just the medium about which we talk, think, and communicate in writing. **PROCESS OF THINKING AND LEARNING (COMPREHENDING) MUST BE THE FOCUS. CONTENT MUST BE THE BY-PRODUCT. CONTENT IS THE MEDIUM IN WHICH WE TEACH PROCESS**

Initiative # 2.Purpose:

- What is the Big Idea and why is it important?
- What is the bottom line students must walk away with? How do we get there?
- What strategies or techniques must we model in order to ensure students have the tools to get there?
- How do we best model such to ensure student retention and independent use?
- Most importantly, what DATA am I BASING my INSTRUCTIONAL DECISIONS UPON?

Initiative #3. Individual Coaching & Goal Setting:

- Again, we teach people, adults and individual children, not "whole classes."
- Students don't test as a whole class so why do we teach as whole classes?
- An ounce of one on one conferencing and individual goal setting will make changes in the learner in a far more accelerated fashion than a pound of lecture.
- Lecturers assume students are already equipped with the knowledge of how they best learn and tend to simply disseminate and evaluate. That is not teaching. That is "Bogus Stuff"

The Scholars' Academy is comprised of various key teams in order to effectively communicate vertically and horizontally and plan in accordance of our school's mission & theme.

Teams:

Common Core Standards

Inquiry

D. Professional Development and Support for School Staff

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)?

We do not have dual language programs.

Theme

Remove Time & Place from Teaching & Learning

We will continue to experiment with technology through various methods, avenues, equipment & software in order to improve student learning.

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Teams:

Common Core Standards

Inquiry

Professional Development

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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.

Scholars' Instruction:

Expectations, Professional Development
And Initiatives

Mission

“To investigate uses of technology to improve all student learning through greater teacher efficiency and home/school communication”

Theme

Remove Time & Place from Teaching & Learning

We will continue to experiment with technology through various methods, avenues, equipment & software in order to improve student learning.

Including, but not limited to: Edline.net, School messenger, ARIS, Google Docs, IZone, Pod casts, Skype, TEAL room, Internet Café, State of the Art Computer & Science Labs, Virtual Labs, Smart-boards, Vimeo & Video Inquiry Team

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The Scholars' Academy will be incorporating the Common Core Standards within our curriculum and daily instruction this year school-wide. These standards are research based, rigorous and presented in an extremely user-friendly, clear and concise format. These standards will assist in our current practices already in place to ensure:

- literacy skills are enforced throughout all subjects and classes
- vertical alignment is in place from grade to grade
- college and career readiness is a focus throughout all grades, 6-12

In addition, we teach children, not subjects. Subjects are just the medium about which we talk, think, and communicate in writing. **PROCESS OF THINKING AND LEARNING (COMPREHENDING) MUST BE THE FOCUS. CONTENT MUST BE THE BY-PRODUCT. CONTENT IS THE MEDIUM IN WHICH WE TEACH PROCESS**

Initiative # 2.Purpose:

- What is the Big Idea and why is it important?
- What is the bottom line students must walk away with? How do we get there?
- What strategies or techniques must we model in order to ensure students have the tools to get there?
- How do we best model such to ensure student retention and independent use?
- Most importantly, what DATA am I BASING my INSTRUCTIONAL DECISIONS UPON?

Initiative #3. Individual Coaching & Goal Setting:

- Again, we teach people, adults and individual children, not "whole classes."
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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)													TOTAL
K	1	2	3	4	5	6	7	8	9	10	11	12	L

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual 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									0
7									0
8									0
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									0
8									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

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.

n/a

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 27Q323 **School Name:** THE SCHOLARS' ACADEMY 323Q

Cluster: _____ **Network:** 112

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

Part A: Needs Assessment Findings

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

a. Using biographical data, home language survey responses, information from applications to the Scholars' Academy, and review of ARIS and ATS data, we identify households wherein English may not be the primary spoken language. This information is then confirmed via phone calls to the home and/or in person interviews with students, parents and guardians.

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.

Analysis of our findings indicates that the Scholars' Academy is meeting the needs of the variety of home languages via:

- the translation of our monthly calendar and communication website Edlibe that can be translated into a variety of languages
- the translation of letters sent home by our bi-lingual school aide (Spanish) and bi-lingual guidance counselor (Russian), and via the articulated availability to outsource for interpretation services
- translated Open House Flyers and application available online via our webpage in several of the major languages using DOE translation services
- translated documents distributed and sent home and posted on website
- posted links to free web-based translation services of any document posted on our website
- student translation team that meets with the school principal every morning to translate the day's messages as podcasts online in the following languages: Spanish, Russian, Punjabi, Chinese & Polish. This is yet another way to improve communication with all of our parents and guardians

All findings herein are reported monthly at PTA Meetings by the Principal during the Principal's Report. Such is then made available via the

school's website. All monthly School Leadership Team Agendas and Minutes are also available on the school's website as well as within the building. The school's CEP is available on our website as well.

Part B: Strategies and Activities

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

At Parent Orientation Meetings we articulate our ability to have all documents translated as necessary. After collecting needed data, we contact homes to ascertain if there is a specific dialect for which we may need to access translation vendors. We then proactively send translated documents home to specified households based upon data analysis. We have a staff that is on hand and available to speak/interpret the following languages: Spanish, Italian, Croatian, Arabic, Russian, German, French/Haitian-Creole. We also have staff trained in American Sign Language. We have a highly active parent body that has the capacity to translate into a myriad of other languages as needed. During Parent Teacher Conferences we ensure guests are able to see signs indicating translation via phone through the DOE service is available. We also do make all of our marketing and recruitment documents re: Open Houses and Applications available in translated form over the counter and on the website. We email such to schools within the district as needed.

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.

Oral translation is done in-house primarily by our school aide/translation specialist, Spanish Teachers as well as bi-lingual counselor and intern. As needed at PTA Meetings and other events, we can pay in-house oral translators to work on hand and we make known via postings the available DOE Translation Unit's availability during Parent Teacher Conferences. During last school year a student translation team was created that meets with the school principal every morning to translate the day's messages as podcasts online in the following languages: Spanish, Russian, Punjabi, Chinese & Polish. This is yet another way to improve communication with all of our parents and guardians.

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>.

To be used to fund per session for translation services at parent involvement events, as well as to Translate documents, such as Open House Flyers, Applications, Calendars, and Parent Handbook at events and New Student Annual Orientations. We can also secure funds to secure staff to attend PTA meetings who speak several languages. This was decided as a need through the use of ATS data analysis, student interviews, home language surveys upon enrollment and student applications to our school.