



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : ACADEMY FOR SCHOLARSHIP AND ENTREPRENEURSHIP

DBN 11X270

PRINCIPAL: ZENOBIA WHITE EMAIL: ZWHITE2@SCHOOLS.NYC.GOV

SUPERINTENDENT: GERRI TAYLOR-BROWN

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 and Constituent Group Represented	Signature
Zenobia White	*Principal or Designee	
Dawn Harris	Assistant Principal	
Arlene Whiteman	*UFT Chapter Leader or Designee	
Tiffany Robertson	*PA/PTA President or Designated Co-President	
Janie Matthews	Parent	
Shirley Hawkins	DC 37 Representative, if applicable	
Amanda Perry Ebony Troncoso	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Julietta Arroyo	Member/UFT	
Gil Agosto	Member/UFT	
Guseppe Bulo	Member/UFT	
Steven Ragos	Member/UFT	
	Member/	
	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

- By June 2012 the Standardized State Test Results for the Middle School ELA will show 50% of the students reaching competency of 3.0.
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Comprehensive needs assessment

- Middle School ELA results last year 27%. This placed the school in the bottom 10% City Wide.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Conduct itemized analysis of the May 2011 ELA exam.
 - Itemized analysis of the May 2011 Middle School ELA to identify areas of weakness.
 - Curriculum revisions will be made based on the analysis.
 - Skill where students were not proficient will be retaught and tested until competency is met. Full length ELA mock exam given in January 2012, Analyzed and next steps will be determined.
 - AP's and Lead teachers will provide professional development on Webb's DOK CCSL and Differentiation models for special education and ESL , UBD and Community specific areas every six week cycle during the Content Area meeting time on Thursdays.
 - Administration will observe teacher practices through targeted lens and continue to conduct informal and formal observation and individualized debriefing, to support teachers in their pedagogy and instructional competency as measured against their content team academic goals and instructional look-fors, noting Common Core Learning Standards alignment.
 - b) Staff and other resources used to implement these strategies/activities,
 - Time will be allotted weekly for data analysis and curriculum development for reflections and revisions.
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers conduct analysis and team discussions on the data collected.
 - d) Timeline for implementation.
 - Weekly meetings on Tuesdays and Thursdays for strategies and data review.
 - Now until June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Online Grading system that is accessible by the Parents will be used to document assessment results. Skedula allows parents to review and assess the grades.
- Use of "Castle Learning" will allow students to receive individualized assignments for at home use.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Only HQ teachers are considered for interviews to fulfill vacancies
 - Early recruiting strategies have resulted in assigning only HQ teachers for the Middle School.
 - We moved one of the High School teachers to the Middle School to ensure vertical continuity

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Our Positive Behavior Intervention System requires that we use consequences and rewards to reinforce positive academic results to minimize the number of disruptions in the learning environment.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Books, Per-session, computers, software ,Promethian Board.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- Increase overall credit accumulation of 10 credits each year by June 30th for the 9th grade. And 10th grade.

Comprehensive needs assessment

- Credit accumulation decreased as students progressed annually within their cohort garnering less credits each subsequent school year.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - analysis of every marking period's list of students who failed two or more core classes by staff to determine action steps for these students
 - A tracking progress sheet for targeted students
 - Intervention meetings with individual students with parents
 - 1st semester credit accumulation data + transcript review
 - Increase credit recovery opportunities during the school year
 - Offer advisory for all students Monday through Thursday

- Provide students with bi-monthly progress reports in advisory classes and goal-setting conferences
 - Students will be exposed to graduation requirements from 9th-12th grade via guidance counselor presentations, monthly assemblies, newsletters, and individual conferences
 - Implementation of Efficacy (Proficiency Pledge) in classrooms for students to improve scores and meet 80% proficiency/
 - Individualized programming to provide students with courses that they need.
 - Offer mandatory tutoring for all 9th and 10th grade students.
 - Hold Monthly assemblies in which students are addressed as a whole.
- b) staff and other resources used to implement these strategies/activities,
- Per-session to offer Saturday Academy and afterschool credit recovery opportunities
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- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
- Schedule meeting time so that the teachers can meet with their grade teams in order to discuss at risk students.
- d) timeline for implementation.
- Immediate implementation. Weekly advisories and monthly assemblies to communicate with students
 - Review of reports every marking period, mid-year review

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - **Parents will receive the opportunity to conference in person and on the phone and will receive a mailed copy of the intervention plan.**

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Only HQ teachers are considered for interviews to fulfill vacancies
 - Early recruiting strategies have resulted in assigning only HQ teachers for the Middle School.
 - We moved one of the High School teachers to the Middle School to ensure vertical continuity

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - PBIS, Children Aid Society will support at risk students with their social development. Provide counseling.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Per-session,

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Increase the overall High School Graduation rate by 15%..

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
 - Our 2010-2011 graduation rate was 58%. This placed us below the City Average.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Guidance will establish an early intervention program that will include regularly scheduled advisory classes for general gradation scope and sequence analysis
 - Each student given a specific profile sheet and are debriefed as to their standing with their advisor. As needed credit recovery opportunity. Students full schedules that will meet most of the deficits in their credit
 - A midyear and end year individualized review indexing each student's pace to a four year graduation parameter
 - A collaborative plan will be created by the student, advisor/counselor, parent, and teacher review.
 - b) Staff and other resources used to implement these strategies/activities,
 - The Senior 12th grade Social Studies teacher will hold an afterschool credit recovery program to help those Seniors that are deficient in credits.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Every Thursday the teachers meet as a team to discuss those 12th graders that are at risk.
 - d) timeline for implementation.
 - These initiatives take place immediately. Monthly review with students via progress reports and advisory time and assemblies, Mid year and end year review.
 - February 2012- student will be made knowledgeable of Graduation requirements and have personal portfolio aligning their standing with the graduation requirement, action plan will be set and parents will receive opportunity to conference after receiving a mailed copy of intervention plan.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Senior meetings.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- In addition to** certified teachers for each subject area, training will be provided for all teachers regarding graduation requirements

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - PBIS will be used to minimize disruptive influences to the learning environment and to reward

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
 - Allot funding to support credit recovery programs
 - Allot funding to support staff development for our AVID program which helps support our 9th and 10th grade.
 - We will purchase and utilize an on-line program to support those students requiring
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ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
To decrease the number of suspensions by 25%

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- Suspension rate overall in levels I-V was above the City average.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Teachers will receive professional development with the primary focus being efficacy training with the emphasis of improving student character.
 - Biannual review of the New York City Discipline Code.
 - Continue to make partnerships with parents.
 - Provide peer training for teachers in classroom management.
 - Continue to develop a PBIS team of faculty members. In this way then use the Positive Behavioral Intervention System.
 - Use of OORS (Online Report of Student Suspensions) reporting.
 - Involvement of the principal, parent coordinator, teachers, and counselors.
 - Ensure that classrooms and hallways are print-rich with content-related materials and current examples of respectful and safe learning environments.
 - Workshops provided in classroom management.
 - Discipline/Positive Intervention Behavior Strategies (PBIS) task force. Meet on a weekly basis to develop a school specific incident Reduction Plan (IRP) based on a review of our existing Code of Conduct, Chancellor's Regulation A-412 and A-443, the analysis of individual student academic performance via ARIS, teacher, and student consults, incident and trend data via OORS and referrals.
 - Place more emphasis on lower level infractions
 - Conflict Resolution/ peer mediation program
 - b) staff and other resources used to implement these strategies/activities,
 - Per session to support after school detention
 - Collaboration with Children's Aid Society to offer socio-emotional support for students
 - Social workers, Counselors and deans are available for peer mediation and conflict resolution
 - Teachers and staff will meet to discuss conflict management strategies
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

- Meetings with the deans and teachers.
- d) timeline for implementation.
- By June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - Meetings with parents
 - After school CAS workshops for parents
 - Parent Coordinator outreach
 - Online progress reports and attendance can be accessed

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
Only HQT are considered for vacancies

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - PBIS Discipline/Positive Intervention Behavior Strategies (PBIS) task force. Meet on a weekly basis to develop a school specific incident Reduction Plan (IRP) based on a review of our existing Code of Conduct, Chancellor's Regulation A-412 and A-443, the analysis of individual student academic performance via ARIS, teacher, and student consults, incident and trend data via OORS and referrals.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- - One assistant principal of security and two full-time deans, save room teacher

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- To Increase the number of Middle School Students making growth percentile in math by 50% of the students reaching competency of 3.0.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
-Middle School Math results last year was 28% respectively. This placed the school in the bottom 10% City Wide.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups, 30% increase by the end of the year.
 - Review all pertinent data related to mathematics.
 - Assignment of individual student goals using prior data and September assessment.
 - Ongoing data meetings with the principal around math progress of middle school students.
 - Continuing assessment in acuity and Castle Learning
 - Push in math resource for Special Education students
 - Utilize an Aussie math staff developer to work directly with our Middle School students.
 - Develop an Inquiry team with a math focus.
 - b) staff and other resources used to implement these strategies/activities,
 - Time will be allotted weekly for data analysis and curriculum development for reflections and revisions.
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teachers conduct analysis and team discussions on the data collected.
 - e) Timeline for implementation.
 - Weekly meetings on Tuesdays and Thursdays for strategies and data review.
 - Now until June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Online Grading system that is accessible by the Parents will be used to document assessment results. Skedula allows parents to review and assess the grades.
- Use of "Castle Learning" will allow students to receive individualized assignments for at home use.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
 - Only HQ teachers are considered for interviews to fulfill vacancies
 - Early recruiting strategies have resulted in assigning only HQ teachers for the Middle School.
 - We moved one of the High School teachers to the Middle School to ensure vertical continuity

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - Our Positive Behavior Intervention System requires that we use consequences and rewards to reinforce positive academic results to minimize the number of disruptions in the learning environment.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Books, Per-session, computers, software Promethian,

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	24	20	0	0	10	0	8	0
7	20	25	0	0	8	0	7	0
8	20	20	0	0	11	0	12	0
9	20	20	10	7	15	0	17	0
10	20	24	20	10	10	0	20	0
11	20	16	18	30	8	0	15	0
12	20	15	15	15	6	0	5	0

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Strategy: Using pre and post tests to perform needs assessment of ELA skills, Castle Learning for ALL grades</p> <p>Method: Use of Kaplan review materials for Middle School and High School ELA mock exams, Item Analysis of Unit Exams, tutoring provided for students, Assessments given online for students to work on at home- monitoring done by teacher</p> <p>When: 37 ½ minutes afterschool tutoring, small group intervention, Unit Exams twice a marking period in ELA classes</p>
Mathematics	<p>Strategy: Using pre and post tests to perform needs assessment of Math concepts skills , training of math teachers by AUSSIE coach to support at students at risk Castle Learning for ALL grades</p> <p>Method: Use of Kaplan review materials for Middle School and High School Math mock exams and Item Analysis of Unit Exams, tutoring provided for students Assessments given online for students to work on at home- monitoring done by teacher</p> <p>When: 37 ½ minutes afterschool tutoring, small group intervention, Unit Exams twice a marking period in Math classes</p>
Science	<p>Strategy: Regents prep in Earth Science and Living Environment and Castle Learning for ALL grades</p> <p>Method: Students are given small group instruction Assessments given online for students to work on at home- monitoring done by teacher</p> <p>When: during 37 ½ minutes Monday through Thursday</p>
Social Studies	<p>Strategy: Regents prep. In Global History and United States History and Castle Learning for ALL grades</p> <p>Method: Students are given small group instruction Assessments given online for students to work on at home- monitoring done by teacher</p> <p>When: during 37 ½ minutes Monday through Thursday and on Saturdays 9am-12pm</p>

At-risk Services provided by the Guidance Counselor	Strategy: Peer Mediation and Conflict Resolution Method: Students meet in small groups with Counselor to discuss strategies When: Appointment made on as-needed basis
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	Strategy: Peer Mediation and Conflict Resolution Method: Students meet in class When: Appointment made on as-needed basis
At-risk Health-related Services	

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.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;

- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by promptly reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 Jose Ruiz Lawrence Pendergast	District 11	Borough Bronx	School Number 270
School Name Acad. for Scholarship & Entrepreneurship			

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

Principal Zenobia White	Assistant Principal Salome Youn & Rufina Belthrop
Coach N/A	Coach N/A
ESL Teacher Tyler Davis	Guidance Counselor D. Salmon & S. Kingsberry
Teacher/Subject Area Aretha Flucker/ELA	Parent N/A
Teacher/Subject Area Steve Ragos/Soc Studies & SpEd	Parent Coordinator Rose White
Related Service Provider MariAngela Cavangna/Psych	Other N/A
Network Leader Lawrence Pendergast	Other N/A

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	1
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	607	Total Number of ELLs	40	ELLs as share of total student population (%)	6.59%
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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. 

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

-If parents indicate a language other than English is spoken in the child's home, ESL coordinator/ trained pedagogues conducts an informal interview with the child and parents.

-Administer LAB-R, Spanish LAB by trained pedagogue and ESL Teacher Tyler Davis.

-Hand score student answer document which allows for immediate placement into appropriately leveled ESL class.

-ESL coordinator and trained staff conduct the parent orientation during which the DVD describing the the three programs offered by the NYCDOE are shown. (transitional bilingual, dual language, ESL). This parental orientation session Is provided as needed throughout the year to ensure student placement within 10 days of enrollment.

-Parents then complete the language survey and the Parent Program Selection Form to document which program of second language acquisition they want their child participating in.

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

-If parents select ESL, the student is appropriately placed in the school's ESL program within 10 days of enrollment.

-Entitlement letter and placement letters are sent to the parent.

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

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

1b) The pedagogue responsible for conducting the initial student screening and administering the HLIS and LAB-R is ESL Teacher/Coordinator Tyler Davis. His qualifications are a Master's Degree and NYS certification in TESOL along with a Master's Degree and NYS certification as a School Building Leader. Mr. Davis speaks Russian as a primary second language.

1c) Ensuring that all ELLs take the annual NYSESLAT exam is the responsibility of the ESL Coordinator. He orders, administers, and packs the exams for grading off-site. To determine that all ELLs are served, ATS data reports are checked to make sure all eligible students are tested. The common ATS reports run to determine ELLs are RLER, RLAT, RPEX. The procedures used to ensure that all students are administered all four NYSESLAT components are done by the ESL Coordinator who keeps an spreadsheet listing all completed sections by student. Additionally, there is time built-in to the testing schedule to accommodate make-up days should students be absent during administration of a section.

2) In order to educate parents on the variety of second language acquisition programs offered by the NYC Public Schools, the parent coordinator and ESL teacher/coordinator schedule an informational outreach meeting near the beginning of the school year. Parental

attendance is requested by sending multiple mailings and making automated phone calls to the ELL students' homes in both English and their native language. At this meeting, the parents are shown a DVD that outlines the differences between ESL, Transitional Bilingual and Dual Language Programs. In addition to distributing the ELL Parent Brochure in the parents' preferred language, interpreters are on hand to ensure that all parents fully understand the choices available. Also at this meeting, parents are given a survey to gauge how well they've been presented the applicable information and also a form that allows them to choose the program that best fits their child's needs. These parental choice meetings are conducted throughout the school year on an as-needed basis. If enough parental selections warrant development of a TBE or DL program, parents who had previously chosen a TBE or DL program are notified via phone, mail and letter sent home with their child.

3) The ESL and Parent Coordinators are responsible for the distribution of entitlement letters and ensuring that Parent Survey and Program Selection forms are returned. Entitlement letters are distributed via mail within the first ten days of a new school year once student NYSESLAT scores have been posted to ATS. Entitlement letter, Parent Survey and Program Selection Form records are maintained by both the ESL and Parent Coordinators in the form of photocopies kept on file. ASE ensures that the appropriate program selection forms are returned promptly by giving them to parents at the ELL Parent's Night and having parents complete them on-site. Any parents who do not attend the Parent's Night are mailed the selection form alongside a letter stressing its extreme importance in determining their child's second language instruction. Copies of the form are also distributed during the bi-annual Open School Night and Afternoon. If the form is again not returned within a reasonable time frame (about two weeks), the parent is phoned and asked to come into school and fill out the form in person. Forms are also distributed in class for students to take home, have their parents sign and then return.

4) The criteria used to place identified ELLs into bilingual or ESL programs are the wishes of the parent and the student's LAB-R score. Several letters home (in English and the student's native language), multiple phone calls and in-person contact at the school stress the importance of each parent filling out the program selection form after reflection upon the various options and what they believe is best for their child's acquisition of English. If the Parent Program Selection form is not returned, the default program will be TBE. Placement letters and Continued Entitlement letters are distributed via mail within the first ten days of a new school year once student NYSESLAT scores have been posted to ATS. Placement letter and Continued Entitlement Letter records are maintained by both the ESL and Parent Coordinators in the form of photocopies kept on file. All correspondence is sent in English and Spanish. For parents who speak another language, a flyer is included with information about the NYC DOE's Translation and Interpretation Unit.

5) In general, the parent's choice of ESL has remained in place as the trend at ASE. Because of the relatively few number of ELLs and their wide dispersment across grades 6-12, a bilingual program with these demographics will be created when the required number of parents requesting TBE is reached, as per CR Part 154. Because nearly all parents have chosen to have their child remain in the ESL instructional model offered by ASE, parent requests about their children's second language acquisition have been honored. For the last three years, no parent has wished their child to be taken out of the school's ESL program and put into a bilingual or dual language program. The school monitors trends in parent choice through informal analysis done by the ESL Coordinator with data from Program Selection Forms.

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							3	3	3	2	2	2	2	17
Push-In														0
Total	0	0	0	0	0	0	3	3	3	2	2	2	2	17

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	7
SIFE		ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	18

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	16		1	6		1	18		5		40
Total	16	0	1	6	0	1	18	0	5		40

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
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: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							10	5	1	7	5	1	3	32
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic									1		1	1		3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							2		1	2				5
TOTAL	0	0	0	0	0	0	12	5	3	9	6	2	3	40

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?

A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

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

Middle School: Beginning and Intermediate ELLs receive 360 minutes of ESL; Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA instruction.

High School: Beginning ELLs receive 540 minutes of ESL; Intermediate ELLs receive 360 minutes of ESL; Advanced ELLs receive 180 minutes of ESL and 180 minutes of ELA instruction.

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

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

A. Programming and Scheduling Information

English speaking classmates. Native language support is offered to ELLs in ESL and in all content area classes

4) Students are appropriately evaluated in their native languages because they have the opportunity to take New York State exams either in English or their home language. ELLs are permitted to respond to classroom tasks and content exams in English as well as in their native language. The Spanish LAB is administered for Spanish speakers who score below the LAB-R English proficiency cut score. Additional services are available to parents through the Department of Education's Translation and Interpretation Unit.

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

- a) SIFE - differentiated instruction per IEP, flexible groupings, multiple texts, supplementary audiovisual materials
- b) Newcomers - individual feedback, buddy system for native language support (if possible), graphic organizers, small-group direct instruction
- c) 4-6 Year ELLs - differentiation through instructor's personal knowledge of student strengths and weaknesses based on multiple years experience with the same learners, technology-based mini-lessons, alternative texts, tiered activities
- d) Long-Term ELLs - differentiation based on student data and instructor's prior knowledge of student from years past, varied rubrics, internet-based lessons

6) Teachers of ELL-SWDs use scaffolding instructional strategies in conjunction with each grade's leveled textbooks and content-specific materials to provide access to academic content and development of fluency in English. Scaffolding strategies include but are not limited to graphic organizers, chunking, models/visuals, context clues and vocabulary pre-teaching. In addition to the leveled textbooks and content-specific materials, a leveled library is available to all ELL-SWDs.

7) As a Phase I school, ASE is committed to ensuring that each special needs student is successfully accommodated in the least restrictive environment. This is accomplished through self-contained classes taught by Special Education certified staff where required along with Cooperative Team Teaching and Special Education Teacher Support Services for those SWDs in the mainstream classroom. Flexible programming of students with special needs is done with the goal of maximizing student time spent with non-disabled peers.

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:

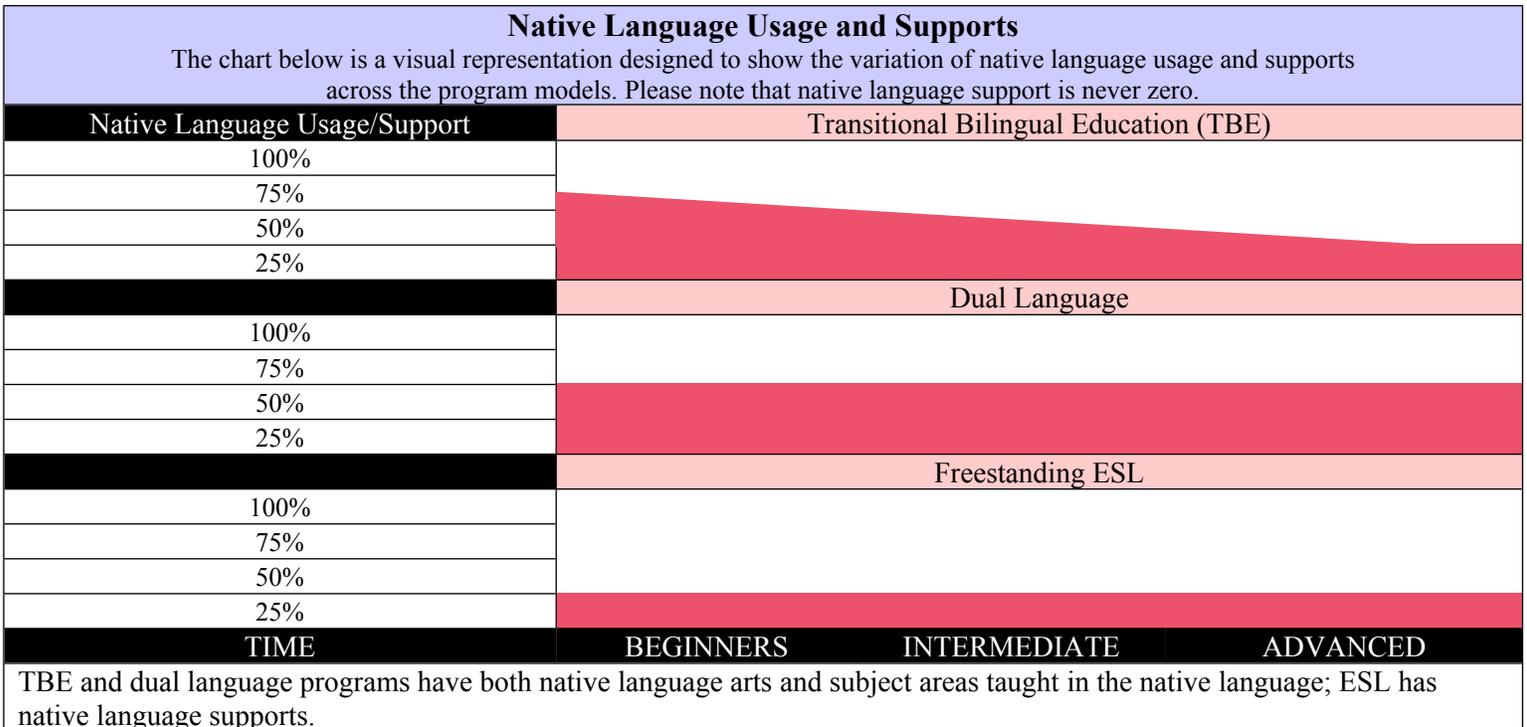
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction
Native Language Arts	0
Social Studies:	0
Math:	0
Science:	0

Class/Content Area	Language(s) of Instruction

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



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?

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?

8) Targeted intervention for ELLs in their content area classes include professional development for content area teachers in ESL methodology and after-school tutoring for ELLs. Other interventions include baseline and formative assessments of language proficiency followed by small-group instruction that emphasizes student interaction and the specific math, ELA, social studies and science content of the course. Specific examples of academic intervention across the content areas include: credit recovery, guidance for goal-setting/study skills and attendance intervention. Data for these interventions is generated by the school's Inquiry Teams which consists of groups of teachers analyzing student work and making recommendations for particular students or groups. Student native language is not currently employed in these intervention strategies.

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

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

11) No programs or services have been discontinued.

12) Every ELL is afforded equal access to all school programs, athletics and enrichment. In addition to their mandated ESL program, ELL students are mainstreamed in their other subject area classes such as science, social studies, art, math, gym/health, foreign language and business. ESL students who also qualify for Special Education programs are given services according to their IEP. In addition, all middle school ELLs participate in the after school enrichment activities four times per week. After school services offered to ELLs include Title III after school tutoring for the middle and high schools, enrichment activities such as volleyball, arts and crafts, sewing, technology, games, etc. All communications, notification, flyers to parents and ELLs are provided in English as well as in the students' native language. ELLs are represented and fully participate in all ASE's extracurricular programs. The goal and rationale of these supplemental after-school programs is to provide extended academic and enrichment opportunities for students.

13) The main instructional materials used are the College Board's SpringBoard ELA curriculum, National Geographic's Edge textbook and Penguin Readers adapted ESL novels. Supplementing these texts are various audio/visual and research elements accessed through the iMac computer in the ESL classroom and miscellaneous other components. Additionally, the school has ordered the Read 180 program to support ELLs and other low-level readers.

14) Native language is supported in the ESL program through the library of native language texts and support from Spanish speaking faculty. English vocabulary is reinforced with definitions in the students' native languages. Bilingual glossaries are provided for all content area classes.

15) Required services and resources do indeed support the ELLs ages and grade levels with the main split being between middle and high school. All support and services are monitored through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness.

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)?
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15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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11) No programs or services have been discontinued.

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15) Required services and resources do indeed support the ELLs ages and grade levels with the main split being between middle and high school. All support and services are monitored through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness.

E. Parental Involvement

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

1) Parents are involved in the school through the Parent-Teacher Association, School Leadership Team and various programs under the auspices of the Parent Coordinator. Parents have the opportunity to be actively involved in the decision making processes that run the school and advocate for their vision of successful education. The parents of ELLs have the same opportunity to get involved as other parents. All ELL parents are provided with bilingual materials and translation services. Parent outreach is also made by school counselors, individual teachers and administrators. Parent contact is initiated via phone calls, bimonthly progress reports, parent-teacher conferences and after-school parent meetings. Parents are also encouraged to participate in courses offered by the Children's Aid Society. Translation services are provided by school staff, parent coordinator, and the Translation and Interpretation Unit, as necessary. Specific parent involvement activities include informational meetings, parent-teacher nights, the School Leadership Team, domestic skills classes and ESL.

2) The school is partnered with the Children's Aid Society which provides many services and workshops to all parents, not just the parents of ELLs. Examples include nutrition, healthcare services and peer mediation of conflicts. All communications and distributed materials are provided in English and in the parents' preferred language.

3) In conjunction with the Parent Coordinator, the needs of parents are evaluated through in person contact or the annual surveys translated to the students' home language, and distributed by letter home. Specific survey topics include school safety and culture and the academic and social goals for their children.

4) Parental involvement activities address the needs of parents by addressing any specific issues they have with their child's second language acquisition and also allowing them to choose the type of program they want their child taking part in. Specific parental involvement activities include informational meetings, parent-teacher nights, the School Leadership Team, domestic skills and English language classes.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1) Ongoing professional development is a cornerstone of ASE ESL Department. The ESL instructor is a veteran of several QTEL (Quality Teaching for English Learners) Institutes including Building the Base, Science and Social Studies. He has also attended many PDs offered by the NYC DOE including but not limited to: Demystifying ELL Data, How to Differentiate Instruction for Middle School ELLs, KLT Assessment Protocols, PD for Language Allocation Policy and Accelerating Academic Language Acquisition for ELLs Across the Content Areas. ESL Teacher conducts three intensive schoolwide professional development sessions for Assistant Principals, content area teachers, Special Education teachers, guidance counselors, administrative staff, support staff and the Parent Coordinator to strengthen their practice in dealing with the identification, placement and overall language and content needs of ELLs. Additionally, during designated PD times (Friday) the ESL teacher provides information and support for staff to address individual students' academic and social needs.

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2) Because ASE is a combined middle and high school, the transition between the grades is much smoother than if a student changed school buildings and cultures. Because of the continuity of having grades 6-12 under one roof with the same school culture, transition between middle and high school is not an impending issue. The guidance counselors and teachers are trained to support ELLs as they transition from one grade level to another. The ESL coordinator collaborates with the content area teachers and the school staff to ensure a smooth transition.

3) There is no specific minimum amount of staff training per year in the unique needs of ELLs. The ESL teacher does offer several PD sessions a year on the specific needs and skill sets required of ESL students. The training far exceed the 7.5 hours of ELL training. During these sessions, every faculty member, administrator and paraprofessional is present and learns best practices on how to make their classes more ESL-friendly. Documentation (agenda, attendance, workshop certificates) of ELL PD is maintained in the PD binder by the ESL coordinator. Specific activities to share the content listed in number two above include group work, brainstorming and presentations.

E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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2) The school is partnered with the Children's Aid Society which provides many services and workshops to all parents, not just the parents of ELLs. Examples include nutrition, healthcare services and peer mediation of conflicts. All communications and distributed materials are provided in English and in the parents' preferred language.

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4) Parental involvement activities address the needs of parents by addressing any specific issues they have with their child's second language acquisition and also allowing them to choose the type of program they want their child taking part in. Specific parental involvement activities include informational meetings, parent-teacher nights, the School Leadership Team, domestic skills and English language classes.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

1) There is no specific assessment tool to assess early literacy skills of ELLs. Literacy assessment is done on an individual basis by the ESL Teacher and content area teachers.

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

Additional Information

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

Paste additional information here

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	0	1	1	0	0	0	3
Intermediate(I)							3	3	1	7	4	1	1	20
Advanced (A)							8	2	1	1	2	0	3	17
Total	0	0	0	0	0	0	12	5	3	9	6	1	4	40

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	4	5	0	0	9
7	4	1	0	0	5
8	1	1	0	0	2
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	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		6		3		0		12
7	3		0		0		1		4
8	1		2		0		0		3
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	2	0	1	0
Integrated Algebra	3	0	2	0
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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1) There is no specific assessment tool to assess early literacy skills of ELLs. Literacy assessment is done on an individual basis by the ESL Teacher and content area teachers.

2) The assessment tools used to assess the literacy levels of the ELLs are the LAB-R, NYSESLAT and the work completed in their ESL and content area classes. The insights provided by this data shows that the vast majority of students do better in the speaking and listening modalities than the reading and writing modalities. This data informs the school's instructional plan by having ESL classes concentrate heavily on improving literacy while still placing emphasis on listening and speaking proficiency. The data pattern across proficiency levels is that students do much better in the listening and speaking modalities than the reading and writing modalities. This is true of all grades and ability levels. This effects instructional decisions because the self-contained ESL classes concentrate much more heavily on reading and writing than listening and speaking. This means a greater emphasis on Cognitive Academic Language Proficiency over Basic Interpersonal Communications Skills. In the two LAB-Rs administered so far this year, both students were on the Intermediate level.

3) The pattern of students needing literacy instruction more than listening and speaking instruction informs instructional decisions by concentrating nearly all ESL class efforts on improving writing and reading skills. The use of ESL specific adapted novels and textbooks alongside Read 180 leveled libraries places a good deal of emphasis on literacy. Content area teachers and administrators are involved in the process of evaluating ELLs needs and communicating their findings to the ESL teacher and each other.

4)
a) The pattern across all proficiencies and grades shows that students are better able to communicate verbally than using the written word. As for how students fare in exams in English versus native language, there is no data available since no student chose to take any state exam in the native language. Anecdotally, most students who have been instructed in a content area in English prefer to also take the exam for that subject in English, with native language support.

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

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>A.S.E.</u>		School DBN: <u>11X270</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Zenobia White	Principal		
R Belthrop & S Youn	Assistant Principal		
Rose White	Parent Coordinator		
Tyler Davis	ESL Teacher		
	Parent		
Aretha Flucker	Teacher/Subject Area		
Steven M. Ragos	Teacher/Subject Area		
	Coach		
	Coach		
D Salmon & S Kingsberry	Guidance Counselor		
Lawrence Pendergast	Network Leader		
MariAngela Cavagna	Other <u>Psychologist</u>		
	Other		
	Other		
	Other		

Academy for Scholarship & Entrepreneurship
CEP – Language Translation and Interpretation

Part A – Needs Assessment Findings

1. The data used to assess ASE's written translation and oral interpretation needs is based on the Home Language Survey given to all students when they enter the NYC Public Schools. This document states any languages spoken in the student's home and thus provides an accurate census of the languages spoken by both students and their parents. The Home Language Survey also shows whether or not a child and his family speak English to a proficiency level high enough to understand school communications without translation.
2. The overwhelming majority of non-English proficient students and parents are Spanish speakers. There are also speakers of Haitian Creole, French and Twi but all of these students and parents also show proficiency in English and do not require translation or interpretation services for basic school communications. This information was informally reported to the school community (administration, support staff, parent coordinator) by the ESL teacher who keeps backup files of the Home Language Surveys.

Part B – Strategies and Activities

1. The written translation services provided by ASE include Spanish language versions of nearly all school communications. Letters home to parents, report card comments and announcements of school activities are bilingual in English and Spanish. The parent coordinator who is fluent in both languages does these translations in-house. Because every communication is bilingual, there is no special process to determine which parent needs translation services. Again, when it comes to bilingual families who are not Spanish speaking, their grasp of English has proven sufficient to not warrant translation services at this time.
2. Oral interpretation services are provided on an as needed basis by in-house bilingual Spanish/English speakers including but not limited to the parent coordinator, several teachers and members of the secretarial staff. There are also staff members available to translate for Haitian Creole, French and Twi should the need arise. (These same staff members are also willing and able to translate documents should the need arise.)
3. ASE will fulfill Section VII of Chancellor's Regulations regarding parental notification of translation and interpretation services by handing out the Parents Bill of Rights and Responsibilities in their native language with each new student admitted and will provide this same document to all current ELL parents during the annual ELL parent meeting. Additionally, the main office contains a sign in the eight covered languages guiding any parents towards the translation/interpretation services available to them both at ASE and the Office of Translation and Interpretation. Finally, having a bilingual Spanish-speaking member of the secretarial staff ensures that the vast majority of non-English

speaking parents are able to contact and communicate with the school's administration in their native language should the need arise.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Academy for Scholarship & Entr	DBN: 11x270
Cluster Leader: Lawrence Pendergast	Network Leader:
This school is (check one): ✱conceptually consolidated (skip part E below) ●NOT conceptually consolidated (must complete part E below)	

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our ESL students need more support in terms of their reading abilities in order to tackle State exams. The 6th, 7th, and 8th graders in order to support them in preparing for the New York State Middle School Exams while the high schoolers need support with NYS Regents exams. The schedule for this program will be Monday through Thursday from 3pm to 5pm and Saturday 9am-noon for the duration of the 2011-2012 school year. The language of instruction is English with one certified ESL teacher. The materials used will be Read 180 leveled libraries, level-appropriate ESL adapted novels and miscellaneous other materials at the instructor's discretion.

Part C: Professional Development

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

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

Begin description here:

Teachers need to receive strategies in order to support the ELL students in their content area. Teacher training will be targeted towards Social Studies and English teachers. There are four professional development sessions for targeted teachers but remain as yet unscheduled. Topics to be covered include Middle School ELA prep and New York State ELA, Global and US History Regents prep. ESL Teacher Matthew Tyler Davis will provide in-house professional training to content area teachers. Outside PD sources remain undetermined.

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

There is a need to engage the support of the parents in student's acquisition of the English language throughout the entire school year. Parent-oriented PD will cover State exams preparation and training on the school's online program. PD will be provided by the Parent Coordinator Ms. Rose White and the ESL teacher Matthew Tyler Davis. Parents will be notified by phone, mail and letters sent home with students.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	8000	Struggling Reader, AT risk, Saturday, afterschool, regents prep, credit recovery
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	700	
Educational Software (Object Code 199)	1500	Read 180
Travel		
Other	1000	Parent Involvement
TOTAL	11200	

