



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: SCHOLARS' ACADEMY**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q323

PRINCIPAL: **BRIAN O'CONNELL** EMAIL: [BOCONN@SCHOOLS.NYC.GOV](mailto:BOCONN@SCHOOLS.NYC.GOV)

SUPERINTENDENT: MICHELE LLOYD-BEY



## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Brian O'Connell	*Principal or Designee	
Stacy Goldstein	*UFT Chapter Leader or Designee	
Stacy Amato/Donna Folias	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
Brittney Dhautal/Mudassir Mumtaz	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
NA	CBO Representative, if applicable	
Gloria Chandler	Member/Parent	
Angela Munna	Member/Parent	
Irene Dougherty	Member/Parent	
Rebecca Henck	Member/Teacher	
John Coscia	Member/Teacher/Chairperson	
Toni Marie Sorrentino	Member/Assistant Principal	
Marcia Forbes-Bennett	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## **ANNUAL GOAL #1 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 #1**

**By June 2013, 50% of the students who are identified as the school-wide lowest third will demonstrate progress as evidenced by designated pre- and post-assessments in one or more subject areas**

- Grades 6-8 ELA  
By June 2013, 50% of students in the school-wide lowest third will demonstrate change of zero or positive increase on the NYS examination in English Language Arts
- Grades 6-8 Mathematics  
By June 2013, 50% of students in the school-wide lowest third will demonstrate change of zero or positive increase on the NYS examination in Mathematics
- Grades 6-8 Other Subject Areas  
By June 2013, 50% of students in the school-wide lowest third will demonstrate change of zero or positive increase on a pre determined pre- and post-assessment
- Grades 9-10 English & Social Studies  
By June 2013, 50% of students in the school-wide lowest third will demonstrate change of zero or positive increase on the English and Social Studies Regents exams compared to their NYS grade 8 ELA score
- Grades 9-11 Mathematics  
By June 2013, 50% of students in the school-wide lowest third will demonstrate change of zero or positive increase on the Geometry and Algebra 2 Regents exams compared to their Integrated Algebra score (a formula will be developed and used to scale the regents conversion charts)
- Grades 9-10 Science  
By June 2013, 50% of students in the school-wide lowest third will demonstrate change of zero or positive increase on the Physics and Chemistry Regents exams compared to their Integrated Algebra score (a formula will be developed and used to scale the regents conversion charts)
- Grades 9-12 Other Subject Areas  
By June 2013, 50% of students in the school-wide lowest third will demonstrate change of zero or positive increase on a pre determined pre- and post-assessment

### **Comprehensive needs assessment**

2011-12 data shows:

- The median adjusted growth percentile for ELA for middle school was 80, 41.8<sup>th</sup> percentile for our peer group
- The median adjusted growth percentile for mathematics for middle school was 66, 35<sup>th</sup> percentile for our peer group
- On the middle school progress report, we earned 28.9 out of 60 possible points in this area
- Data shows that 56% of the students in our lowest third for ELA demonstrated a change of zero or positive change in NYS score from the previous year
- Data shows that 49% of the students in our lowest third for Mathematics demonstrated a change of zero or positive change in NYS score from the previous year

## Instructional strategies/activities

- Workshop Model Lesson Structure and Understanding by Design (G. Wiggins)
- iPad/Kindle Use Workshops
- Inquiry Circles in the Classroom (*C. Danielson*)
- Student Centered Engaging Lessons
- Differentiated Tasks and Texts Embedded into Lesson Plans
- Curriculum Maps Created on Rubicon Atlas
- Review of Student Reflections from Daily Lessons
- Individual Learning Goal Conferences
- **Research Based Student Grouping**
  - Scale Up Triad Groups (*North Carolina State University, MIT*)
  - Cooperative Constructivist Socialized Learning (*J. Dewey*)
  - Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
  - Review of Student Reflections from Daily Lessons
  - Individual Learning Goal Conferences
- **PARCC Assessment Designs (*Partnership for Assessment of Readiness for College and Careers*)**
  - All Math, Humanities and Science teachers will create and implement one Performance Based Assessment per Marking Period
  - Performance Based Assessment will align with Subject Specific and Standards (CCSS, CB & NYS) Based Rubric
  - Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
  - Review of Student Reflections from Daily Lessons
  - Individual Learning Goal Conferences
- **Professional Development and Teacher Inquiry**
  - Professional Development & Inquiry Meetings for the 2012-2013 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor's Day (June) from 8:00am to 3:00pm
    - In September, teachers will identify the bottom third, students will be placed in sub-groups, and differentiated instruction will take place to support students
    - In December, teachers will analyze data (skills) trends related to progress of the targeted students
    - In February, teachers will determine instructional strategies to go in place based on the predicted progress that will be determined by the database
      - The Core Inquiry team will publish a mid-year report which includes the progress of students thus far (predetermined measures are established and need to be revisited by subject team members to ensure their validity)
      - Student interventions will be put into place

- In May, teachers will analyze skills trends and develop student profiles/skills profiles that will be provided to teachers to springboard the 2013-2014 school year
- In September 2013, reflection of 2012-2013 progress will take place
  - Friday Weekly Teacher Inquiry Meetings for Unit & Lesson Planning
  - Weekly teacher inquiry meetings to reflect on progress of the lowest third
  - Including Administrators, Lead-Teachers and Classroom Teachers on Professional Development Planning Team
  - Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
- **Assessment & Data Tracking**
  - All subjects will administer and report grades for cumulative benchmark exams each marking period
  - A school-wide Student Assessment Database will warehouse benchmark exam data for easy access and manipulation by teachers
  - The school-wide database will indicate progress demonstrated each marking period based on benchmark exams and standardized test data
  - Teacher inquiry teams will examine student work from performance based assessments aligned to the Common Core Standards each marking period

**Strategies to increase parental involvement**

- Individual Learning Goals in Student Planners
- Edline.net Home School Grades and Resources Website Interface and ARIS
- Curriculum Overview Meet the Teacher Night
- Celebrate progress through the SOM assemblies?
- Parent phone calls / progress report for lowest third students once per marking period (designated teacher)
- Designated, scheduled extended parent teacher conferences 2-3x per year for students in the lowest third
- Parent surveys to evaluate and improve communication of progress with the parents of students in the lowest third
- Parent Teacher Conferences and Extended Focused Parent Conferences (PTC) on Friday afternoons during PTC Months

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: Contract for Excellence Funding, PTA Funding, Contract for Excellence, and Councilman and Private

## Grants

### **Service and program coordination**

- Use of Lead Teacher Funds to support Professional Development, Contract For Excellence Funds to Support Innovative Technology Based Instructional Models, STH Funds to Support Guidance and Student Needs Based Purchases, Translation Funds to Improve Parent Involvement, Use of Per Session Funds to Support Extensive Academic Acceleration and Intervention, etc.

## **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**

**By June 2013, the percentage of students scoring in the top tier on 50% of the designated exams (85+/Level 4) will increase by 2 to 5% points**

- Grades 6-8 ELA  
By June 2013, 16-19% of students will score a level 4 on the NYS ELA exam
- Grades 6-8 Mathematics  
By June 2013, 69-72% of students will score a level 4 on the NYS Mathematics examination
- Grades 6-8 Other Subject Areas  
By June 2013, 85-100% of students will demonstrate grade level growth on bench mark exams
- Grades 9-10 English  
By June 2013, 32-35% of students will earn an 85 or higher on the English Regents examination
- Grades 9-10 Social Studies  
By June 2013, 32-35% of students will earn an 85 or higher on the US History Regents examination  
By June 2013, 61-66% of students will earn an 85 or higher on the Global History Regents examination
- Grades 9-11 Mathematics  
By June 2013, 35-38% of students will earn an 85 or higher on the Integrated Algebra Regents examination  
By June 2013, 20-23% of students will earn an 85 or higher on the Geometry Regents examination  
By June 2013, 22-25% of students will earn an 85 or higher on the Algebra 2/Trigonometry Regents examination
- Grades 9-10 Science  
By June 2013, 63-66% of students will earn an 85 or higher on the Living Environment Regents examination  
By June 2013, 33-36% of students will earn an 85 or higher on the Chemistry Regents examination  
By June 2013, 26-29% of students will earn an 85 or higher on the Physics Regents examination

### **Comprehensive needs assessment**

- 2010-11 data shows:
  - The percentage of students scoring in the 85+ range on the NYS regents examinations dropped by an average of 11.4 percentage points on all regents examinations from 2009-10 to 2010-11
  - 14% of middle school students scored a level 4 on the NYS ELA examination
  - 67% of middle school students scored a level 4 on the NYS Mathematics examination
  - The percentage of students scoring at a level 4 on the NYS ELA exam, dropped 22 percentage points from 2009-10 to 2010-11
  - The percentage of students scoring at a level 4 on the NYS Mathematics exam, dropped 11 percentage points from 2009-2010 to 2010-2011

## Instructional strategies/activities

- Workshop Model Lesson Structure & Understanding by Design (G. Wiggins)
- iPad/Kindle Use Workshops
- Inquiry Circles in the Classroom (*C. Danielson*)
- Student Centered Engaging Lessons
- Differentiated Tasks for Challenge and Texts Embedded into Lesson Plans
- Curriculum Maps Created on Rubicon Atlas
- Review of Student Reflections from Daily Lessons
- Individual Learning Goal Conferences
- **Research Based Student Grouping**
  - Scale Up Triad Groups (*University of North Carolina, MIT*)
  - Constructivist Socialized Learning (*J. Dewey*)
  - Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
  - Review of Student Reflections from Daily Lessons
  - Individual Learning Goal Conferences
- **PARCC Assessment Designs (*Partnership for Assessment of Readiness for College and Careers*)**
  - All Math, Humanities and Science teachers will create and implement one Performance Based Assessment per Marking Period
  - Performance Based Assessment will align with Subject Specific and Standards (CCSS, CB & NYS) Based Rubric
  - Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
  - Review of Student Reflections from Daily Lessons
  - Individual Learning Goal Conferences
- **Professional Development and Teacher Inquiry**
  - Professional Development & Inquiry Meetings for the 2012-2013 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor's Day (June) from 8:00am to 3:00pm
  - Friday Weekly Teacher Inquiry Meetings for Unit & Lesson Planning
  - Weekly teacher inquiry meetings to reflect on progress of the lowest third
  - Including Administrators, Lead-Teachers and Classroom Teachers on Professional Development Planning Team
  - Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
- **Assessment & Data Tracking**
  - All subjects will administer and report grades for cumulative benchmark exams each marking period
  - A school-wide Student Assessment Database will warehouse benchmark exam data for easy access and manipulation by teachers
  - The school-wide database will indicate percentage and names of students earning an 85 or higher each marking period based on benchmark exams and standardized test data

- Teacher inquiry teams will examine student work from performance based assessments aligned to the Common Core Standards each marking period

**Strategies to increase parental involvement**

- Individual Learning Goals in Student Planners
- Edline.net Home School Grades and Resources Website Interface and ARIS
- Curriculum Overview Meet the Teacher Night
- Celebrate progress through the SOM assemblies?
- Parent phone calls / progress report for lowest third students once per marking period (designated teacher)
- Designated, scheduled extended parent teacher conferences 2-3x per year for students in the lowest third
- Parent surveys to evaluate and improve communication of progress with the parents of students in the lowest third
- Parent Teacher Conferences and Extended Focused Parent Conferences (PTC) on Friday afternoons during PTC Months
- Scholars of the Month / Outstanding Scholar Celebrations (Assemblies and Parent Breakfasts)
- Annual Science Fair
- Family Math Night and Family Book Night
- Parent Workshops: (*Math, ELA, Credit Accumulation, College workshops, Power-Speak, High School Admissions, ARIS, Financial Aid Workshops, Health First, Study Skills, Internet Safety, Communication*)
- Review of Parent Evaluations and Surveys from School Events and Workshops to Improve

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: Contract for Excellence Funding, PTA Funding, Contract for Excellence, and Councilman and Private Grants

### **Service and program coordination**

- Use of Lead Teacher Funds to support Professional Development, Contract For Excellence Funds to Support Innovative Technology Based Instructional Models, STH Funds to Support Guidance and Student Needs Based Purchases, Translation Funds to Improve Parent Involvement, etc.
- Use of Lead Teacher Funds to support Professional Development, Contract for Excellence Funds to Support Innovative Technology Based Instructional Models, STH Funds to Support Guidance and Student Needs Based Purchases, Translation Funds to Improve Parent Involvement, as well as Funds to Support the following:
  - Enrichment activities and programs – mathletes, LEGO Robotics, Poetry Club, etc
  - Science competition
  - Math Night & Science Fair
  - Reading / Literature Celebration Night
  - Acceleration and Intervention programs: during and after school and Saturdays for the highest performing students by expanding Per Session Funds

### **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**

**By June 2013, 100% of teachers will participate in professional development and a formative observation process based on Danielson's Framework for Effective Teaching with a focus on 1e and 3c**

#### **Comprehensive needs assessment**

- Analysis of use of this framework during pilot in 2011-2012 indicates successful movement of teacher practice
- Citywide Instructional Initiative
- Analysis of teacher practice during focused instructional rounds during 2011-2012 indicates successful movement of teacher practice and a need to focus upon 1e and 3c that is consistent with some feedback from Quality Review

#### **Instructional strategies/activities**

- School leaders will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework
- School-wide focus on competencies 1e and 3c
- Teacher developed Professional Development Goals will focus the observation process
- Instructional Rounds
- Use of Inquiry time with teachers for curriculum mapping, assessment design and instructional strategies for student engagement

#### **Strategies to increase parental involvement**

- Individual Learning Goals in Student Planners
- Edline.net Home School Grades and Resources Website Interface and ARIS
- Curriculum Overview Meet the Teacher Night
- Syllabi and grading policies shared with parents via Edline.net
- Orientation for grade six and nine
- Available videos of instruction online, accessible via password

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here: Support from Central Department of Education, Contract for Excellence Funding and PTA Funding

**Service and program coordination**

Using Budgeted Resources to Ensure the Continuation of:

- Lead Teachers in ELA and Technology
- Teacher mentoring program
- Network Support
- Inquiry Time within Teaching Programs
- Scheduled Observations by Subject Specific Supervisor
- Instructional Rounds
- Various professional development workshops and supports

## 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**

**By June 2013, 100% of students will complete a Common Core-aligned unit of study resulting in a Performance Based Assessment in each core subject area per marking period**

#### **Comprehensive needs assessment**

- Citywide Instructional Expectations: To successfully prepare all students for life after high school, teachers need to create cognitively demanding learning experiences in their classrooms every day.
- As we continue to work toward graduating students who are college and career ready, we are strengthening student work by examining and refining curriculum, assessment, and classroom instruction; and strengthening teacher practice by examining and refining the feedback teachers receive.
- At a minimum, teachers will be expected to in teams, look closely at current student work to understand the steps needed to reach the level of performance that the Common Core demands (spring/fall 2012).
- Engage all students in tasks aligned to strategically selected Common Core standards.
- These tasks will be embedded in Common Core-aligned curricula and include multiple entry points for all learners
- In teams, look closely at resulting student work to continue the cycle of inquiry, making future
- Instructional adjustments and communicating lessons learned to other school staff (Spring, 2013)

#### **Instructional strategies/activities**

- Workshop Model Lesson Structure & Understanding by Design (G. Wiggins)
- Inquiry Circles in the Classroom (*C. Danielson*)
- Student Centered Engaging Lessons
- Differentiated Tasks and Texts Embedded into Lesson Plans
- Curriculum Maps Created on Rubicon Atlas
- Friday Weekly Teacher Inquiry Meetings for Unit & Lesson Planning
- Including Administrators, Lead-Teachers and Classroom Teachers on Professional Development Planning Team
- Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
- Review of Student Reflections from Daily Lessons
- Individual Learning Goal Conferences
- **Research Based Student Grouping**
  - Scale Up Triad Groups (North Carolina State University and MIT)
  - Constructivist Socialized Learning (*J. Dewey*)
  - Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions
  - Review of Student Reflections from Daily Lessons
  - Individual Learning Goal Conferences

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

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

- **Professional Development and Teacher Inquiry**

- Professional Development & Inquiry Meetings for the 2012-2013 School-Year every Friday from 1:20pm to 3:10pm, as well as Election Day (November) and Chancellor's Day (June) from 8:00am to 3:00pm
- Friday Weekly Teacher Inquiry Meetings for Unit & Lesson Planning
- Weekly teacher inquiry meetings to reflect on progress of the lowest third
- Including Administrators, Lead-Teachers and Classroom Teachers on Professional Development Planning Team
- Review of Teacher Reflections and Evaluations from Weekly Professional Development Sessions

- **Assessment & Data Tracking**

- All subjects will administer and report grades for cumulative benchmark exams each marking period
- A school-wide Student Assessment Database will warehouse benchmark exam data for easy access and manipulation by teachers
- The school-wide database will indicate percentage and names of students earning an 85 or higher each marking period based on benchmark exams and standardized test data
- Teacher inquiry teams will examine student work from performance based assessments aligned to the Common Core Standards each marking period

**Strategies to increase parental involvement**

- Annual Science Fair
- Family Math Night and Family Book Night
- Parent Workshops: (*Math, ELA, Credit Accumulation, College workshops, Power-Speak, High School Admissions, ARIS, Financial Aid Workshops, Health First, Study Skills, Internet Safety, Communication*)
- Open Classrooms week
- Parent Learning Display Walkthroughs at PTA / SLT Meetings
- Curriculum Overview Night

- Teacher Web pages via Edline.net

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

X  Tax Levy      Title I      Title IIA      Title III      Grants     X  Other

If other is selected describe here: PTA Funding and Contract For Excellence Funding

**Service and program coordination**

Using Budgeted Resources to Ensure the Continuation of:

- Lead Teachers in ELA and Technology
- Formation of Grade Instructional Leaders Funded by per session
- Per session via Central Funding via CCLS Pilot Participation
- Teacher mentoring program
- Network Support
- Inquiry Time within Teaching Programs
- Scheduled Observations by Subject Specific Supervisor
- Instructional Rounds
- Various professional development workshops and supports

### **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**

**By June 2013, 90% of the students in the graduating class will be deemed College Ready and 95% will be deemed college prepared**

#### **Comprehensive needs assessment**

- College Preparedness is earned when a student successfully completes an advanced course and regents or an endorsed college level course or AP course
- In 2011, the graduating class had 100% of students considered “College Ready”
- College Readiness is defined by NYC and CUNY by the following criteria:
  - Students must earn an 75 or above on the English regents or a 480 or higher on the critical reading portion of the SAT
  - Students must earn a 80 or higher on a math regents or a 480 or higher on the math portion of the SAT
- In 2011, the graduating class had a 100% graduation rate, 90% were deemed College Ready and 100% were deemed College Prepared
- The Class of 2012 currently (June 2012) has 84% of students considered College Ready and 95% considered College Prepared
- The Class of 2013 has 87% of students considered “College Ready” and 96% considered College Prepared
- The Class of 2014 has 70% of students considered “College Ready” and 65% considered College Prepared

#### **Instructional strategies/activities**

- Guidance Intervention
- Parent Meetings During Extended PTC
- Individualized Plans to provide support services
- Technology-Based SAT preparation course embedded into the school day
- Mathematics class in grade 11 for non-College Ready students
- Online Courses offered through ILearn
- Broadridge Financial Solutions Student Ambassador Program
- Academic Acceleration and Intervention Programs

#### **Strategies to increase parental involvement**

- Guidance & Teacher Meetings
- Progress Reports sent home
- Letter attached to report card with College Readiness status and Diploma status in spring
- College Readiness screencast on Edline.net
- College Workshops for Parents

- Extended PTC's

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 X  Tax Levy      Title I      Title IIA      Title III     X  Grants     X  Other

If other is selected describe here: Data Inquiry Team Funding, Councilman Grants, and Private Corporate Partner Support

**Service and program coordination**

Using Budgeted Resources to Ensure the Continuation of:

- Lead Teachers in ELA and Technology
- Formation of Grade Instructional Leaders Funded by per session
- Inquiry Time within Teaching Programs to Promote Accurate Identification of Students Requiring Support/Motivation
- Data Inquiry Team Led Teacher Inquiry Team Analysis and Intervention Sessions
- Various professional development workshops and supports
- Use of STH Funds and Translation Funds to support needs of students

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services <b>Note: Scholars' Academy Budget for Academic Acceleration and Intervention Programs due to Hurricane Sandy Impact 2012-2013 was Increased to \$57,468.</b>	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.) Subject Specific Strategies Academic Acceleration Academic Intervention Academic Enrichment	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	English Language Arts support includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group classes. Larger groups are serviced during our Saturday Academy. Students of all performance levels can be identified for an AIS or AAT class. The following are a plethora of resources and materials that are used during AIS & AAT programs: NYS CCLS Ready books, Applerouth, ACUITY, past ELA state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing, reading fictional selections, nonfiction text, newspapers, historical fiction novels, and utilizing the internet.	Intensive: 1:11 (Bottom Tier) Standard: 10-20 (Mid-Tier) Expanded: 15-33 (Top Tier)	Before, During, Afterschool, and Saturday Programs and Extended Parent Teacher Conferences on Fridays
Mathematics	Mathematics support includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group classes. Students of all performance levels can be identified for an AIS or AAT class. The following are a plethora of resources and materials that are used during AIS	Intensive: 1:11 (Bottom Tier) Standard: 10-20 (Mid-Tier) Expanded: 15-33 (Top Tier)	Before, During, Afterschool, and Saturday Programs and Extended Parent Teacher Conferences on Fridays

	programs: NYS CCLS Ready books, Applerouth, ACUITY, past Math state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, AMSCO prep books, NYS Coach books, online courses and utilizing the internet.		
Science	Science support includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school and service larger groups during our Saturday Academy. The following are a plethora of resources and materials that are used during AIS programs: ACUITY, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, and Regents review books, mini labs, online courses and utilizing the internet.	Intensive: 1:11 (Bottom Tier) Standard: 10-20 (Mid-Tier) Expanded: 15-33 (Top Tier)	Before, During, Afterschool, and Saturday Programs and Extended Parent Teacher Conferences on Fridays
Social Studies & Spanish	Social Studies and Spanish support includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes. The following are a plethora of resources and materials that are used during AIS programs: ACUITY, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing, reading fictional selections, nonfiction text, newspapers, primary source documents, historical speeches, historical fiction novels and utilizing the internet.	Intensive: 1:11 (Bottom Tier) Standard: 10-20 (Mid-Tier) Expanded: 15-33 (Top Tier)	Before, During, Afterschool, and Saturday Programs and Extended Parent Teacher Conferences on Fridays
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One-to-one and small group guidance sessions are provided to students by the school counselors to discuss topics such as: organizational skills, work quality, study skills, homework completion, class performance, conflict mediation, community service, parental involvement, peer pressure, parent divorce/separation, bereavement, anger management, how to interact in a positive setting, high school selection process and college readiness. One-to-one and small group sessions are provided by the school social worker Wednesdays to aid in the resolution of outside issues which may affect student academic	Counseling sessions range from one to one setting, as well as, small group and whole class depending on the need, mandate and topics.	During Mandated Sessions, During Lunch, Before and After School, in Addition to Extended Parent Teacher Conferences on Fridays

	<p>performance and overall well being. Class workshops and discussions are also facilitated by the school social worker to address topics such as anger management, positive social interaction, peer pressure, being a positive role model and saying no to drugs and alcohol. Students receive services from the school nurse with regards to: diabetes, asthma conditions, nebulizer treatment, severe allergies, migraines, use of crutches, etc. A vision teacher and mobility teacher also work with students during the school day in a one to one setting.</p>		
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### HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

**• During the Recruitment and Hiring Process we:**

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

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

- Placing all Faculty in Teaching Programs by their Current NYC and NYS license and certification
- Providing Tuition Reimbursement Incentives **when appropriate and permitted**
- Sending Faculty to Workshops (College Board, PARCC, CFN 201)
- Assigning all new staff to our school with Teacher Mentors
- Weekly Friday Embedded Professional Development Inquiry Sessions
- New Teacher Workshops
- Support for Teachers by Grade Inquiry Team Leaders

**(PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**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 training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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, *if deemed a Title I school*. 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 (if a Title I School) 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 (if applicable) 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 (if received), which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that any 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, if applicable. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain 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 (if a Title I school) on or before December 1<sup>st</sup> 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 (if a deemed a Title I school) 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 *if deemed a Title I School*
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;
- making school information and academic information available electronically for parents

#### ***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 1<sup>st</sup> 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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  
2012-13**

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 <b>Despina Zaharakis</b> <b>/Joseph Zaza</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>323</b>
School Name <b>The Scholars' Academy</b>			

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

Principal <b>Brian O'Connell</b>	Assistant Principal <b>Toni Marie Sorrentino</b>
Coach <b>Dannielle Colleran - ELA</b>	Coach <b>Jennifer Lewner - Math</b>
ESL Teacher <b>Judith Mainhart</b>	Guidance Counselor <b>Lorry Gilgur</b>
Teacher/Subject Area <b>Judith Mainhart-ELA</b>	Parent <b>Julie Molino</b>
Teacher/Subject Area <b>Jennifer Lewner - Math</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>Lorraine Caraccio</b>	Other <b>Ginger O'Hare</b>
Network Leader <b>Joseph Zaza</b>	Other <b>Rosa Lagombra</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>6</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1136</b>	Total Number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

The Scholars' Academy is an Accelerated Middle School and High School with an Early College Component. Student enrollment is based on a rigorous application process due to the expectation of acceleration in all subject areas. The school currently serves 1136 students in grades 6-12.

The middle school grades serve approximately 33 students per class and the high school grades house approximately 28-32 students per class. The student population is diverse as indicated within the body of our Comprehensive Education Plan (CEP). 0% of the population is made up of ELL's.

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

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

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

1. Team Leader, Toni Marie Sorrentino and assistant team leaders Virginia O'Hare & Rosa Lagombra will administer and analyze Home Language Surveys within 10 school days. Toni Marie Sorrentino is a licensed school administrator and Virginia O'Hare and

Rosa Lagombra are fully licensed School Secretaries. Dannielle Colleran is a permanently licensed Reading Teacher in grades K-12. Lorry Gilgur is a permanently certified Guidance Counselor. Danielle Colleran and Lorry Gilgur will operate in the same functions if Toni Marie Sorrentino & Virginia O'Hare & Rosa Lagombra are absent.

2. Translation services will be provided if needed via home language surveys available in 15 native languages and/or on-sight translators
3. Parents/guardians will be invited to school to have face to face meetings and informal oral interviews in English and/or in their home language, with Team Leader, Guidance Counselor, and Assistant. Administration, Team Members, will ensure that parents are aware of these meetings via continuous parent outreach such as phone calls, letters, emails, meetings, etc.
4. Parent & LAP Team members will communicate over the phone as well as in person in order to uphold constant communication
5. The LAB-R, if deemed appropriate and necessary, will be administered within 10 school days of student enrollment in school by Toni Marie Sorrentino, team leader or Dannielle Colleran.
6. The exams will be graded in house and sent out to be scanned
7. Toni Sorrentino, with assistance from LAP team will determine whether or not specific students are deemed ELL's or non ELL's
8. Toni Sorrentino and LAP Team will communicate and inform parents and guardians of various ELL programs in the community and have them select their #1 preference program in person
9. Parents will be invited to school for these meeting informational sessions and to watch the toolkit DVD; this will take place within 10 days of student enrollment in school
10. Toni Sorrentino and LAP Team will inform parents & guardians of the neighboring schools that offer their #1 chosen program
11. We are unable to determine any set trends in specific wanted programs by parents, we have only had 1 ELL student so far

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

## Part III: ELL Demographics

### A. ELL Programs

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

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

### This school offers (check all that apply):

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

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

refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

### B. ELL Years of Service and Programs

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

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											0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0

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

### C. Home Language Breakdown and ELL Programs

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

**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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)**

**K-8**

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

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

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

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

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports	
The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.	
Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	

50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

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

We have academic intervention, acceleration, extra help, study skills, and study hall courses that take place before, during, after-school and on Saturdays for all students.

We have increased the number of these classes offered to our students. We have also renamed them acceleration classes instead of calling referring to them as interventon classes.

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

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

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

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

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

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

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

We do not have dual language programs.

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

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

Scholars' Instruction:  
Expectations, Professional Development  
And Initiatives

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

Theme  
Remove Time & Place from Teaching & Learning

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

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

Initiative #1.  
Common Core & State Standards Based Process & Content:

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

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

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

Initiative # 2.Purpose:

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

Initiative #3. Individual Coaching & Goal Setting:

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

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

Teams:

Common Core Standards

Inquiry

Professional Development

Cabinet

Academic Intervention/Acceleration

Pupil Personnel

Youth Development

Safety

LAP Team

SLT and all other support staff will continue to:

- Provide coherent strategies to support student learning that aligns with our curriculum, instruction and organizational decisions
- Gather, analyze and share information on student learning outcomes to understand our school and student progress over time
- Engage our school community and use data to set and track suitably high goals for accelerating student learning
- Align leadership development and structured professional collaboration around meeting our school's goals and student learning and emotional needs
- Provide structures for monitoring and evaluating progress throughout the year for flexibly adapting plans and practice to meet our goals for accelerated learning

These initiatives focus our Professional Development sessions that take place on Friday mornings every month and are then followed by a subject specific team meeting wherein a PD provider meets and co-plans with teachers and support staff. Since our LAP Team has members who are staff developers and admin, there is always ELL coach-ability.

- Other professional development opportunities and planning sessions that take place in the building are in the form of Subject, Grade & Mentor meetings
- The Grade Planning Meetings will take place in each grade leader's room. Grade leaders are indicated on the organization sheet.
- These meetings are already programmed in teacher schedules and attendance is a requirement, they should take place in the same room weekly. Please start and end on time.
- Grade and cohort leaders will be responsible to prepare agendas for all grade planning meetings with suggestions from Cabinet, PD Team, and Inquiry Team
- Mentors are responsible to prepare agendas for all new teacher meetings
- Minutes must be taken in electronic form, emailed to all team members/administration, as well as be posted on ARIS
- Teams should inform our Core Inquiry Teams of any specific findings, ideas, etc. that may impact instruction in other grades, subjects, etc. In this way, teachers will be teaching or informing the IT & the IT will in turn share ideas/teach other teachers (teams) on the staff. Teaching and Learning should remain a two-way street. This will maximize our idea flow and growth.

Our admin and professional development team has expertise in providing teacher training in State Learning & Common Core Standards, Teaching Vocabulary in Context, Math, etc.

During these PD Meetings individual student work, specifically if we have At-risk students or ELL students is reviewed and further

instructional next steps or interventions are determined. In essence, PD is on-going and tailored to every child's need, ELL's included, and every teacher's specific need, whether they be TESOL or not. Our Quality Review which was "Well Developed" is indicative that these systems are indeed in place.

Outside workshops are also attended by teachers, support staff, secretaries and parent coordinator with regards to LAP Policy, LAP Regulations, ELL Services, Support Services, Parent Outreach, Differentiation, Data Collection, etc

- Support services provided to LEP students: Describe other support structures that are in place in your school which are available to ELLs.

Currently we do not have any LEP students. Budget is set to pay teachers with TESOL or ESL licenses per session to work part-time or from other schools. Due to our Community Service Requirement, we have a plan to provide peer tutoring utilizing dual language students if available.

## 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?

School Messenger and Edline.net are two advances the school has made to increase parent involvement and communication. The results have been extremely positive.

At Scholars' Academy there are various Workshops offered to parents/guardians throughout the year. Topics include:

- o Curriculum Overview, Meet the Teacher Night, ELA and Math Course Study Awareness
- o How to Help Your Child Become Organized
- o Stress Management
- o High School Application & High School Open Houses
- o College Application & Transcript Overview
- o ARIS & Assessment Information
- o Behavior Management, Safety, Internet Use
- o Traveling Abroad

The workshops are advertised on our website, Schoolmessenger & Edline.net, in letters home, and school announcements made each morning to our students. The phone answering system summarizes all events and forthcoming workshops that are offered and such is also posted on our website. Edline.net can be translated into several languages.

The Communication Results from the Quality Review, of which we were rated "Outstanding", are indicative of our efficacy with regard to this matter. Other parent outreach takes place during parent orientations, Open Houses, Translated Monthly Event Calendars, and Letter Translations. We also have numerous staff members who serve as interpreters. In addition, the Admissions Director and Attendance Coordinator is the school official Spanish/English interpreter. Several languages spoken fluently by our staff are: Spanish, Mandarin, Nigerian, French, Arabic, German, Russian, Filipino/Tagalog, and American Sign Language. estions 1-4 here

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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
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.

n/a

### Additional Information

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

n/a

## Part VI: LAP Assurances

<b>School Name:</b> <u>The Scholars' Academy</u>		<b>School DBN:</b> <u>27Q323</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brian O'Connell	Principal		1/18/13
Toni Marie Sorrentino	Assistant Principal		1/18/13
n/a	Parent Coordinator		1/18/13

School Name: The Scholars' Academy

School DBN: 27Q323

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Judith Mainhart	ESL Teacher		1/18/13
Julie Molino	Parent		1/18/13
Judith Mainhart-ELA	Teacher/Subject Area		1/18/13
Jennifer Lewner-Math	Teacher/Subject Area		1/18/13
Dannielle Colleran-ELA	Coach		1/18/13
Jennifer Lewner-Math	Coach		1/18/13
Lorry Gilgur	Guidance Counselor		1/18/13
Joseph Zaza	Network Leader		1/18/13
Ginger O'Hare	Other <u>Secretary</u>		1/18/13
Rosa Lagombra	Other <u>Secretary</u>		1/18/13
	Other		1/18/13
	Other		1/18/13

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

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

DBN: 27Q323 School Name: The Scholars' Academy

Cluster: 2 Network: 201

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

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

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

Using biographical data, home language survey responses, information from student applications to the Scholars' Academy, and review of ARIS and ATS data, we identify households wherein English may not be the primary spoken language at the start of every year, as well as upon any student admittance during the school-year. This information is also then confirmed via phone calls to the home and/or in person interviews with students, parents and guardians.

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

Analysis of our findings indicates that the Scholars' Academy is meeting the needs of a variety of home languages via: the translation of our school website available in a plethora of languages via edline.net, our monthly calendar translated to Spanish and Russian as needed, the translation of letters sent home by our bi-lingual school aide (Spanish) and bi-lingual guidance counselor (Russian), and via the articulated availability to outsource for interpretation services, translated Open House Flyers and application available online via our webpage in several of the major languages using DOE translation services, translated documents distributed and sent home and posted on website posted links to free web-based translation services of any document posted on our website, the student translation team that meets with the school principal every morning to translate the day's messages as podcasts online in the following languages: Spanish, Russian, Punjabi, Chinese & Polish. This is yet another way to improve communication with all of our parents and guardians. All findings herein are reported monthly at PA Meetings by the Principal during the Principal's Report. Such is then made available via the school's website. All monthly School Leadership Team Agendas and Minutes are also available on the school's website as well as within the building. The school's CEP is available on our website as well.

## Part B: Strategies and Activities

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

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

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

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

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

Budget for Translation of parent interpretation services/documents: \$2,055. To be used to fund per session for translation services at parent involvement events, as well as to translate documents, such as Open House Flyers, Applications, Calendars, and Parent Handbooks at events and New Student Annual Orientations. We can also secure funds to secure staff to attend PA meetings who speak several languages. This decided if there is a need through the use of ATS data analysis, student interviews, home language surveys upon enrollment and student applications to our school.