Department of Education

Dennis M. Walcott, Chancellor

2012-2013
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (SCEP)

SCHOOL NAME: ACADEMY FOR SCHOLARSHIP AND ENTREPRENEURSHIP

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 11X270

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

SUPERINTENDENT: CARRON STAPLE

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), 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 SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the NYC DOE Web site**.**

Directions:

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

Name	Position and Constituent Group Represented	Signature
Zenobia White/Dawn Harris	*Principal or Designee	
Arlene Whiteman	*UFT Chapter Leader or Designee	
Denise Wiggins	*PA/PTA President or Designated Co-President	
Shirley Hawkins	DC 37 Representative, if applicable	
Francois Campell Deidre Williams	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
Gilberto Agosto	CBO Representative, if applicable	
Juliet Arroyo	Teacher	
Nicole Campbell	Teacher	
Jamie Mathews	Parent	
Luz Castro	Parent	

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

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

For SY 2012-13 the SCEP must be based on the findings and recommendations contained in the most recent School Quality Review (SQR), External School Curriculum Audit (ESCA)/School Curriculum Readiness Audit (SCRA), and Joint Intervention Team (JIT) reports, and/or Persistently Lowest Achieving (PLA) School reports.

The SCEP must focus on the accountability subgroup(s) and measures for which the schools have been identified.

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

WHICH SCHOOLS NEED TO COMPLETE THE SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Focus Schools and Priority Schools that are not implementing one of the four SIG intervention models will be required to construct a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

SCEP goals are generally intended to guide school-wide planning and development. SCEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals that align with the Six Tenets of the Diagnostic Tool for School and District Effectiveness (DTSDE) HERE and the recommendations from the most recent SED intervention.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Standards of Practice (SOP), for Tenets 2-6, located: HERE.

  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement

- 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.
- The recommendation from your most recent SED intervention will form the basis of your goal. Cite the page number from your most recent NYS Accountability report (SQR, SCRA, or JIT). Copy and paste the recommendation into your action plan. You must also reference the page number of the report. If your school has **not** received an SED intervention, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. The school should cite data from the DOE Quality Review, Progress report, School Survey, etc.
- Priority and Focus Schools must continue to set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Please refer to FY 13 SAM # 70 HERE.

- The strategies and activities in your Parent Involvement Policy (PIP) need to align to the identified goals. The PIP template is provided on pages 12 through 16. 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 align the parent involvement activities that would support each goal and action plan.

GOAL AND ACTION PLAN #1 FOR SCHOOL LEADER PRACTICES AND DECISIONS (TENET 2)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

" …the provision for scheduling time for regular and frequent feedback by administration to teachers relating to strengths, weaknesses and next steps, as evidenced in student work, is inconsistent…Written comments by school leaders do not demonstrate a common understanding of how feedback should be explicitly aligned to the selected framework with clear expectations for improvement." (QR, 4.1, 2011-2012, pg.6)

Tenet 2 SCHOOL LEADERSHIP PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

____ 2.2 School leader's vision

__X__ 2.3 Systems and structures for school development

____ 2.4 School leader's use of resources

____ 2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, to improve teacher effectiveness and thereby student achievement through a researched based framework for observation, both formal and informal, and the development of a shared understanding of that framework by school leaders for effective and consistent feedback that will inform PDs to support pedagogy in areas of need will be fully operable.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  d) timeline for implementation.

- Immediately, school leaders will review adopted/adapted observation framework and debrief for common understanding and consistent teacher feedback.
- School leaders will conduct a norming PD of this observation framework with the full staff to strengthen the common language and understanding of what quality teaching looks like by deepening the framework understanding.
- Feedback instructions and protocols will be formalized through a common feedback form with administrative instructions.
- A personnel calendar of accountability will be developed and posted to assure frequent informal and appropriate formal observations and next steps/feedback conferences with teachers.
- School leaders will meet to select competencies relevant to teacher development needs to inform PDs and Lead Teacher foci. PDs will be calendared with topics flexible and responsive to these needs including small group differentiated PDs.
- Cycles of observations, individualized and universal, will be regularly schedules to follow up on designated growth areas for the teaching community and that of each individual teacher's professional growth.
- Evaluations will include: the progression of teachers in designated areas (observations); the student academic growth and attendance; in-school survey to note areas of improvement, i.e. questioning techniques and engagement; PD effectiveness feedback forms; Lead Teacher assessment of progress in designated area of pedagogical progress

- By Spring semester 2013 start, all norming meeting of school leaders staff and a calendared observation cycle with noted personnel will be completed.
- Observations will be on-going and complete in the cycle of pre-observation, observation and feedback/goal setting.
- By June 2013, Teachers individually and as a community, will show marked progress on the framework for teaching.

Budget and resource alignment

- Indicate your school's Title I status: x 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 IA ☐ Title IIA ☐ Title III ☐ Set Aside X Grants ☐ Other-describe here:_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funds have been allocated for:
-Professional Development- experts in the framework for teachers will conduct professional development sessions for all teachers.
Supervisor per-session – 6 – 2 hour Sessions
Teacher per-session 6 2 hour Sessions
Special Ed Teacher per-session 6 2 hour Sessions
-Teach-scape web-based observation tracking system- which encompass on-line professional development and trend analysis reporting components

GOAL AND ACTION PLAN #2 FOR CURRICULUM DEVELOPMENT AND SUPPORT (TENET 3)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

" …the does not consistently demonstrate that all teachers across content areas can create, revise, and refine units of study and tasks to maximize the academic challenge for higher achieving students as well as students with skill deficits." (QR, 1.1, 2011-2012, page 4)

Tenet 3 CURRICULUM DEVELOPMENT AND SUPPORT

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

_____ 3.2 Enacted curriculum

_____ 3.4 Teacher collaboration

__X__ 3.3 Units and lesson plans

_____ 3.5 Use of data and action planning

Annual Goal #2

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, all teachers will have revised and aligned their content area curriculum maps, with peer and administrative review, and developed and implemented a minimum of two CCLS aligned units with student work products, that reflect coherency, HOT questions and differentiated formative assessments to support summative assessments.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  d) timeline for implementation.

- Lead teachers are completing the final revision feedback of curriculum map and administrative staff will do the final review by Spring semester start, February 2013.
- Teachers have completed their CCLS units and are in peer/administrative review process, including Fall CCLS unit for revision based on student work products/assessments, informing the Spring Units of study.
- Lead teachers are and will continue to attend content specific Network PDs for CCLS and rigorous curriculum development that they will turnkey to content areas teachers.
- Monthly PD and weekly Lead Teacher Team meetings will focus on areas of teacher need, universally and individually, for developing coherent curriculum, questioning and discussion techniques and using assessments for informed instruction.
- Observations cycles will focus on rigor and questioning, engagement and differentiation, and lessons that were directed from assessment.
- Marked improvement of CCLS lessons and units will reflect goals and student products will show a marked increase in levels of student achievement and credit accumulation.

Budget and resource alignment

- Indicate your school's Title I status: xSchool 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 IA ☐ Title IIA ☐ Title III ☐ Set Aside x Grants ☐ Other-describe here:_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funds have been allocated for:
-Teacher Per Session – 2 hours 2 times per week, Special Ed Teacher per-session 2 hours 2 times per week) - Lead teachers in each core subject area along with the Principal will work 2 hours per week to review, edit, design and offer feedback on yearly and unit curriculum maps that are aligned with CCLS
- Supervisor per-session 2 hours 2 times per week
-Professional Developments – Professional Development is offered to individuals, small groups and the entire staff based on the principal and lead teachers curriculum analysis report.
-Academic software – on-line regents and CCLS based assessment software: i.e. castle learning.
-Curriculum Software – Web based curriculum tracking system - Atlas Rubricon

GOAL AND ACTION PLAN #3 TEACHER PRACTICES AND DECISIONS (TENET 4)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

" The use of data to inform lesson planning that takes into account the academic diversity of students is not uniformly practices…some students do not make sufficient progress in acquiring new knowledge, skills and understanding…teachers dominate the lesson with lower level questions and tasks that are not cognitively demanding…as a result, levels of student engagement and participation are uneven…" (QR 1.2 2011-2012, page 5)

Tenet #4 TEACHER PRACTICES AND DECISIONS

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

X 4.2 Instructional Practices and strategies	___ 4.4 Classroom environment and culture
___ 4.3 Comprehensive plans for teaching	___ 4.5 Use of data, instructional practices and student learning

Annual Goal #3

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, Student products will reflect the incorporation of consistent differentiation practices to create opportunity of access for all students; and, evidence of cognitively demanding questioning and rigorous content to meet standards for college and career readiness will be reflected in classroom practices, consequently, reflected in a 3% increase student achievement on the passing rate of Regents examinations for the 2012-13.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  d) timeline for implementation

- PDs will focus on differentiation, depth of knowledge, rigorous curriculum and questioning techniques.
- Lead Teachers will attend Network PD on these pedagogy standards and turnkey and monitor the successful integration of such with lessons/unit plans.
- Observation cycles will monitor the consistent implementation of these standards.
- Teacher Teams will meet to review assessments, student work products and success rates for challenged students as a result of differentiation.
- Marking period formal assessments will measure competitive success results mirroring standardized tests.
- Intervisitation within the school and externally will be established to support pedagogy.
- Student surveys will be taken for measuring engagement increase and attendance records will be monitored per class.
- Monitoring of increases in completed homework/labs/projects/papers will be done and shared within content team meetings and cohort meetings to measure success of differentiation and engagement in student's academic commitment.
- June 2013/August 2013 Regents results will reflect an increase in student meeting and exceeding standards of prior years.
- SAT scores will reflect and increase in competency as compared to prior year results and PSAT scores.

Budget and resource alignment

- Indicate your school's Title I status: xSchool 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 IA ☐ Title IIA ☐ Title III ☐ Set Aside x Grants ☐ Other-describe here:_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funds have been allocated for:
-Consultant – weekly Professional Development and individual coaching in differentiation, DOK, rigor and questioning techniques.
-Professional Developments – Professional Development is offered to individuals, small groups and the entire staff based on the principal observation analysis report
Supervisor per-session- 5 sessions 1 hour per session)
Teacher per-session 5 sessions 1 hour per session
Special Ed Teacher per-session 5 sessions 1 hour per session)
-Observation Software – Web based observation tracking system – Teach-scape

GOAL AND ACTION PLAN #4 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH (TENET 5)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

"Few teachers effectively analyze data to identify student strengths and needs, especially special education students…conferencing and documentation of that records student strengths and next steps to improve is inconsistent. As a result, adjustments to instructional decisions are hampered and student progress is not achieved." (QR, 2.2, 2011-2012, page 5-6)

Tenet #5 STUDENT SOCIAL AND EMOTIONAL DEVELOPMENTAL HEALTH

- Select the Standard of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

__ 5.2 Systems and partnerships

__ 5.3 Vision for social and emotional developmental health

__ 5.4 Safety

_X_ 5.5 Use of data and student needs

Annual Goal #4

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, the Special Education Inquiry team will be fully operational according to the Chancellor's Inquiry Cycle, analyzing data, selecting students for inquiry, developing and monitoring interventions with student work for a 3% in the passing rate for SPED students on RCT's for the 2012-13 SY.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) key personnel and other resources used to implement these strategies/activities,
  c) identify targets to evaluate the progress, effectiveness and impact of the strategies and activities. Include steps taken to involve teachers in the decision-making regarding the use of academic assessments.
  d) timeline for implementation.

- The reformation of a Special Education Inquiry Team will be established immediately.
- Focus PD on data retrieval, analysis and application to inform pedagogy will be given prior to Spring Semester start.
- Special Education Inquiry Team will turnkey this PD to all staff members and present a mission statement.
- Weekly meeting of the SPED Inquiry Team will begin post Regents. All previous data will be retrieved and data analysis training complete prior to this start in February, 2013 including student identification.
- Focused Regents analysis of ELA and Algebra Regents result for SPED students will be done as a college readiness monitor.
- Interventions and formal assessments will occur throughout the Spring semester, monitoring student progress through portfolios including next step conferences with each student.
- Portfolio protocols and procedures will be developed by the SPED Inquiry Team and shared with the full school community by June 2012 for replication to ensure overall student success: data, data analysis, interventions, student work products/progressive evidence, next steps, calendar of conferences, continuing as the Inquiry team discovers best practices for this individual.
- Analysis of the June 2013 ELA and Algebra(or other) will be done for targeted students with intervention where necessary for the August 2013 success of

each student. August 2013 Regents analysis will be done to inform September focus areas and student in need.

Budget and resource alignment

- Indicate your school's Title I status: xSchool 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 IA ☐ Title IIA ☐ Title III ☐ Set Aside x Grants ☐ Other-describe here:_____

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funds have been allocated for:
- Supervisor per-session 2 hours bi-monthly
-Teacher Per Session 2 hours bi-monthly and Special Ed Teacher per-session 2 hours bi-monthly - Lead Special Education teachers in each core subject area along with the Principal will work 2 hours bi-monthly to analysis Special education student data which includes: scholarship reports, ARIS data, student in-class work, Regents and RCTs This data is used to inform the grade level inquiry teams which are facilitated by the Lead Special Education Teachers.
-Professional Developments – Professional Development is offered to individuals, small groups and the entire Special Education Department based on the principal and lead teachers analysis report.
-Academic software – on-line Portfolio tracking system piloted with the special education student assessments

GOAL AND ACTION PLAN #5 FAMILY AND COMMUNITY ENGAGEMENT (TENET 6)

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

Major Recommendation

- Cite the Major Recommendation from your SED intervention (SQR, ESCA, SCRA, & JIT) which will form the basis of your needs assessment. Include the page number of the report.

"Capacity building practices are developing…formalized systems are developing…next steps for improvements cannot be accurately determined – hampering improvements in student progress…" (QR, 5.1, 2011-2012, Page 6)

Tenet #6 FAMILY AND COMMUNITY ENGAGEMENT

- Select the Standard of Practice (SOP) that aligned to the recommendation from above. The SOP should inform development of the goal and the activities selected to address that goal.

___ 6.2 Welcoming environment ___ 6.4 Partnerships and responsibility

___ 6.3 Reciprocal communication _X_ 6.5. Use of data and families

Annual Goal #5

- Describe the goal you have identified for the year based on the recommendation, tenet and SOP selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2013, an efficient and effective timeline for cycles of inquiry will be established and a system of reporting, accountability and sharing best practices/results will align with this progressive calendar of team products/goals for a 5% increase in the course pass rate for the 2012-13 SY .

Strategies to increase parental involvement and engagement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages XX through XX in this SCEP.
- Describe the research-based strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  a) strategies/activities that encompass the needs of identified student subgroups,
  b) staff and other resources used to implement these strategies/activities,
  c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  d) timeline for implementation.

- Parent survey will be distributed February 2013 to determine how we could better support them in their child's development.
- Programs will be offered based on the survey results.
- SLT and members of the Parent Association will be debriefed by the Principal and will be in attendance at PDs for effective parenting and empowering and motivating parents.
- By Spring 2013 semester start, parent engagement will be a part of all teacher grade team activities with data analysis, interventions, and student work used to establish goals that incorporate parents involvement.
- Cycle for Staff meeting calendar, will include monthly meetings with parents of at-risk students where the team will share data, goals, student work evidence and best practices to garner support for further interventions..
- May 2013 a full simulation or mock of state testing or other final assessments will be administered, tallied and evaluated to measure intervention success.
- By mid-May, a targeted population and targeted skill set will be determined to inform all teachers of areas of challenge that will inform their pedagogy and allow them to share with parents strategies that they can use to support students as they approach final assessments.

- By June 2013, am improved outcome for students at risk on high stakes tests should be evident as a result of student support by both teachers and informed parents.

Budget and resource alignment

- Indicate your school's Title I status: xSchool 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 IA ☐ Title IIA ☐ Title III ☐ Set Aside X Grants ☐ Other-describe here:_____

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Funds have been allocated for:
-Consultants - Professional Development for parents of at risk students: strategies that parents can use at home to support their child's academic development.
-Dance teachers will provide fun fitness classes (Hula Hoop, Zumba) as an incentive for parents
-Motivational and Informational Speakers will be provided based on the parent survey results and interests
-Supplies (Non-contractual services) – Folders, notebooks, pens, etc

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 (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	RCT and Regents Prep Classes, Web-based tutorial programs, interactive writing and reading program	Small Group and one-on-one tutorial	During School, After School and Saturday
Mathematics	RCT and Regents Prep Classes, Web-based tutorial programs	Small Group and one-on-one tutorial	During School, After School and Saturday
Science	RCT and Regents Prep Classes, Web-based tutorial programs, STEM enrichment program	Small Group and one-on-one tutorial	During School, After School and Saturday
Social Studies	RCT and Regents Prep Classes, Web-based tutorial programs	Small Group and one-on-one tutorial	During School, After School and Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Advisory classes, leadership classes for girls, lunch time career, academic and college counseling	Small Group and one-on-one tutorial	During School

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.

In addition to the taking advantage of the pre-screened candidates offered centrally by the NYCDOE we also participate in recruitment fairs offered by local colleges/universities and our partnering organization the College Board to also screen teachers to ensure that they exceed the state eligibility requirements. In an effort to retain HQT we assign all new teachers mentors and provide additional opportunities for professional development based on their needs. Content Specific Support and Professional Development are also offered to teachers by the Network. Department; and, Subject Teacher teams meet daily and serve as an additional layer of support. Lead general education and special education teachers meet weekly to conduct data analysis and prepare professional development activities based on the analysis. They also serve as grade and content facilitators for our curriculum and inquiry teams. The Administrative staff conducts regular informal and formal observations and feedback sessions. Goal setting meeting are also held at least three times per year and additional individualized support is given based on these meetings. Well established, highly recommended consultants and coaches are also provided to ensure that teachers are kept abreast of the researched based instructional strategies and activities. Within the structure of the school is an advancement pathway for teachers to take leadership roles and to participate in the administrative and instructional direction of the community, as well as, opportunities professionally to become lead teachers, become data and PD experts and intern as administrators.

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. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes

providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- 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;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Jose Ruiz Lawrence Pendergast	District 11	Borough Bronx	School Number 270
School Name Acad. for Scholarship & Entrepreneurship			

B. Language Allocation Policy Team Composition ⓘ

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

C. Teacher Qualifications ⓘ

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

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

D. School Demographics

Total number of students in school	607	Total Number of ELLs	40	ELLs as share of total student population (%)	6.59%

Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K**☐ **1**☐ **2**☐ **3**☐ **4**☐ **5**☐ **6**☒ **7**☒ **8**☒ **9**☒ **10**☒ **11**☒ **12**☒

This school offers (check all that apply):

Transitional bilingual education program	Yes☐ No☒	If yes, indicate language(s):
Dual language program	Yes☐ No☒	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained							3	3	3	2	2	2	2	17
Push-In														0
Total	0	0	0	0	0	0	3	3	3	2	2	2	2	17

B. ELL Years of Service and Programs

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

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

ELLs by Subgroups										
	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	Total
TBE										0
Dual Language										0
ESL	16		1	6		1	18		5	40
Total	**16**	**0**	**1**	**6**	**0**	**1**	**18**	**0**	**5**	40
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	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
TOTAL	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
TOTAL	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: ___ Hispanic/Latino:
Native American: ___ White (Non-Hispanic/Latino): ___ Other:

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

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

5) When it comes to specialized instruction for SIFEs, newcomers and long-term ELLs, each student's needs are addressed on a case-by-case basis. Because of ASE's relatively few ELLs and single instructor, there isn't the ability to program specialty classes for these groups. Instead, the benefit of extremely small class sizes allows individual feedback and differentiated instruction from teacher to student. While each class works collectively on similar assignments, the teacher can successfully differentiate the nuances of each student's particular situation. In particular, long-term ELLs are serviced with a better knowledge of their linguistic strengths and weaknesses and with instruction tailored to their many years of student data and teacher experience with particular students. When it comes to ELLs with special needs, their situation is likewise dealt with on an individual basis based on their IEP. As of this writing there is no targeted intervention for ESL students in their content area classes.
a) SIFE - differentiated instruction per IEP, flexible groupings, multiple texts, supplementary audiovisual materials
b) Newcomers - individual feedback, buddy system for native language support (if possible), graphic organizers, small-group direct instruction
c) 4-6 Year ELLs - differentiation through instructor's personal knowledge of student strengths and weaknesses based on multiple years experience with the same learners, technology-based mini-lessons, alternative texts, tiered activities
d) Long-Term ELLs - differentiation based on student data and instructor's prior knowledge of student from years past, varied rubrics, internet-based lessons

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

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

Courses Taught in Languages Other than English

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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?

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

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

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

11) No programs or services have been discontinued.

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

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

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

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

school. All support and services are monitored through grade-team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness.

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

17) The language elective offered to ELLs is Spanish.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1) Ongoing professional development is a cornerstone of ASE ESL Department. The ESL instructor is a veteran of several QTEL (Quality Teaching for English Learners) Institutes including Building the Base, Science and Social Studies. He has also attended many PDs offered by the NYC DOE including but not limited to: Demystifying ELL Data, How to Differentiate Instruction for Middle School ELLs, KLT Assessment Protocols, PD for Language Allocation Policy and Accelerating Academic Language Acquisition for ELLs Across the Content Areas. ESL Teacher conducts three intensive schoolwide professional development sessions for Assistant Principals, content area teachers, Special Education teachers, guidance counselors, administrative staff, support staff and the Parent Coordinator to strengthen their practice in dealing with the identification, placement and overall language and content needs of ELLs. Additionally, during designated PD times (Fridays) the ESL teacher provides ongoing strategies and support for content teachers in guiding their lesson planning and assessments. These sessions exceed the required 7.5 hours minimum of ELL training. In addition, all school staff are encouraged to attend training offered by the NYCDOE, Regional Special Education Technical Assistance Support Center, and CFN 603. Agenda, attendance and minutes are kept in the Professional Development Binder and maintained by the ESL Coordinator. Workshop subject matter include scaffolding and differentiation techniques, second language acquisition theory, and conflict intervention strategies.

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

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

E. Parental Involvement

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

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	0	1	1	0	0	0	3
Intermediate(I)							3	3	1	7	4	1	1	20
Advanced (A)							8	2	1	1	2	0	3	17
Total	0	0	0	0	0	0	12	5	3	9	6	1	4	40

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Listening /Speaking	B							0	0	0	0	0	0	0
	I							1	1	1	4	3	0	1

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

NYS ELA					
Grade	**Level 1**	**Level 2**	**Level 3**	**Level 4**	**Total**
3					0
4					0
5					0
6	4	5	0	0	9
7	4	1	0	0	5
8	1	1	0	0	2
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		**Level 2**		**Level 3**		**Level 4**		**Total**
Grade	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		6		3		0		12
7	3		0		0		1		4
8	1		2		0		0		3
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2	0	1	0
Integrated Algebra	3	0	2	0
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

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

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

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

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

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

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

Additional Information

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

Part VI: LAP Assurances

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

Academy for Scholarship & Entrepreneurship
CEP – Language Translation and Interpretation

Part A – Needs Assessment Findings

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

Part B – Strategies and Activities

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

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

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Academy for Scholarship & Entr	DBN: 11x270
Cluster Leader: Jose Ruiz	Network Leader: Nora Tiao/Olga Glenn
This school is (check one): ☒conceptually consolidated (skip part E below) ☐NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: 35 Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☐3 ☐4 ☐5 ☐6 ☒7 ☒8 ☒9 ☒10 ☒11 ☒12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information
Describe the direct instruction supplemental program here and include the • rationale • subgroups and grade levels of students to be served • schedule and duration • language of instruction • # and types of certified teachers • types of materials
Begin description here: Our ESL students need additional support in the area of reading, comprehension and writing in order to successfully tackle the State exams requirements. The 7th and 8th graders need assistance and support with the New York State Middle School exams while the high schoolers need support with NYS Regents exams. Academy of Scholarship and Entrepreneurship is using data from the first marking period, NYSESLAT, June Regents results, in addition to in house baselines as a platform to establish and run an afterschool program that will serve the needs of struggling students including ESL students. The Title III Afterschool Program for ELLs is scheduled to begin December 2012. The anticipated schedule for this program will be Monday and Wednesday from 3pm to 5pm for the duration of the 2012-2013 school year. The language of instruction is English with one certified ESL teacher. The materials used will be the SIOP models of instruction, bilingual glossaries, level-appropriate ESL adapted novels and miscellaneous other materials at the instructor's discretion.

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: Teachers need to receive differentiated instruction strategies in order to support the ELL students in their content area. Teacher training will be targeted towards Social Studies and English teachers. There will be four professional development sessions on ELLs and effective ESL strategies for targeted teachers but remain as yet unscheduled. Topics to be covered include Middle School ELA prep and New York State ELA, Global and US History Regents prep. ESL Teacher Ms. Ramah Mamah will provide in-house professional training to content area teachers. Outside PD sources remain undetermined.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider

Part D: Parental Engagement Activities
• how parents will be notified of these activities
Begin description here: Part D: Parent engagement and support is necessary to achieve students' acquisition of the English language throughout the entire school year. Parent-oriented PD will cover State exams preparation and training on the school's online program. PD will be provided by the Parent Coordinator Ms. Rose White and the ESL teacher Ms. Ramah Mamah. Parents will be notified by phone, mail and letters sent home with students. All parent communications will be provided in English as well as in the parents' preferred language.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	8000	Struggling Reader, AT risk, Saturday, afterschool, regents prep,credit recovery
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	700	
Educational Software (Object Code 199)	1500	Read 180

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other	1000	Parent Involvement
TOTAL	11200	