



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** ACADEMY FOR SOFTWARE ENGINEERING

**DBN (i.e. 01M001):** 02M546

**Principal:** SEUNG YU

**Principal Email:** [SYU5@SCHOOLS.NYC.GOV](mailto:SYU5@SCHOOLS.NYC.GOV)

**Superintendent:** MARISOL BRADBURY

**Network Leader:** DEREK JONES

**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 (AIS), and the Parent Involvement Policy (PIP). 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Seung Yu	*Principal or Designee	
Eric Allatta	*UFT Chapter Leader or Designee	
Bill Rohlfing	*PA/PTA President or Designated Co-President	
Yvonne Williams	DC 37 Representative, if applicable	
Maxwell Ferrara Giovanni Rescigno	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Wael Hibri	Member/ Parent	
Kim Mensah	Member/ Parent	
Fara Marte	Member/ Parent	
Donna Lockett Smith	Member/ Parent	
Bobbie Gamble	Member/ Parent	
Nancy Lopez	Member/ Parent	
Valerie Wynne	Member/ Teacher	
Emily Trainor	Member/ Teacher	
Ashley Ferrara	Member/ Teacher	
Ryan Strub	Member/ Teacher	
	Member/	

\*\*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 which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

### **Annual Goal #1**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Overall student attendance rate will be at or above 94% for the 2013 – 2014 school year.

### **Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Research from the University of Chicago—The Consortium for Chicago School Research indicates that 9<sup>th</sup> grade school attendance is a major indicator and foundation for high school graduation. AFSE's Cohort 2016 had an incoming attendance rate of 93.4%. After one year at AFSE the cohort's attendance rate was 94.2% by June 2013. AFSE's Cohort 2017 has an incoming attendance rate of 92.5%.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **A. Strategies/activities that encompass the needs of identified subgroups**

1. 3 or more vehicles for communication to increase awareness of attendance
2. Increase advisor phone calls for absences
3. Increase documentation of advisor phone calls
4. Increase our attendance rate for historically low period of time
5. Conduct at least one parent meeting for students who have missed =/ >10 days of school
6. Celebrate attendance success and increase awareness of attendance success
7. Increase advisor awareness of lateness/absences by determining consistent means to share this data
8. Identify trends in lateness: which classes kids are late for and how that correlates to decreased academic performance
9. Comprehensive data report inclusive of attendance/lateness data given to Advisors on benchmarks
10. Objective means of measuring data

#### **B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers and staff
2. Advisors
3. iMentor
4. Professional mentors
5. Students
6. Google systems

#### **C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Measurable targets: 94 % attendance rate
2. Decrease number of students with 10 or more absences from previous year
3. 90% attendance in period 1

#### **D. Timeline for implementation and completion including start and end dates**

1. 09/09/13 – 06/16/14

#### **E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Advisory 4 x week for 33 minutes
2. Rotational schedule for Period 1 as an intervention for lateness

### **Strategies to Increase Parental Involvement**

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).

Parents/guardians are frequently contacted by advisors/teachers and administrators to inform them of student absences to increase communication and support in rectifying poor attendance. Parents/guardians are provided with the contact information of their child's advisor/teacher and encouraged to notify advisors/teachers and administrators about absences and to provide documentation for these absences. Moreover, it is recommended that parents utilize the free health clinic in the school for

their child to decrease student absence due to a doctor's appointments.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

School Improvement Grant (SIG) to ensure hiring enough staff to support student academic, social, and emotional development.

**Goal and Action Plan #2**

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

**Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

90% of 9th and 10th grade cohorts earn 12+ credits and 85% of each cohort score 65 or above in culminating Regents examinations (Integrated Algebra; Geometry; Algebra II/Trig; Global History; Living Environment; or Chemistry) (At least 30% of 9th grade cohort score 80 or above in math Regents; at least 55% of 10th grade cohort score 80 or above in math)

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Earning 10+ or more credits every year give students the opportunity to be promoted and on track to fulfill graduation requirements in four years. Last year, 96.8% of students earned 10+ credits including 92.3% of students in school's lowest third. Additionally, students need to have the opportunity to prepare and earn a 65 or higher on their end of the year Regents examinations. Last year's cohort included: 87% passing rate for Int. Algebra; 92% passing rate Living Environment; and 94% passing rate for Geometry.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. Classroom supports
2. Differentiating unit plans - high, medium, low skill expectations
3. Outside class support: Saturday Academy and mandatory tutoring
4. Maximizing use of advisory study hall time – review of graduation requirements and constant reminders
5. Building consistent structures for student responsibility and ensuring systems are efficient to enable students to access resources independently
6. Increasing students' awareness of grade promotion requirements, graduation requirements, and dialogue around data (transparent system to see outputs, i.e. website or app)
7. Use of laptops and desktops and software programs including Carnegie Learning and Achieve 3000
8. Use of instructional coaches – Metamorphosis (math) and Teachers College (English)

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers and staff
2. Advisors
3. Parents/guardians and families
4. Professional mentors of each student

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. 90% of 9th and 10th grade cohorts earn 12+ credits
2. 85% of each cohort score 65 or above in culminating Regents examinations (Integrated Algebra; Geometry; Algebra II/Trig; Global History; Living Environment; or Chemistry)
3. At least 30% of 9th grade cohort score 80 or above in math Regents
4. At least 55% of 10th grade cohort score 80 or above in math

**D. Timeline for implementation and completion including start and end dates**

- 09/09/13 – 06/26/13
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Combination of 3 periods of 75 minutes along with 2 periods of 60 minutes in all classes including English, Math, Science, History, and Computer Science
  - Longer class periods for more instruction and practice for students
  - Rotational schedule – allows for 7 classes each semester to obtain at least 7 credits per semester towards graduation requirements

**Strategies to Increase Parental Involvement**

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).

Notification and information packets to parents about curricular developments and Common Core State Standards will be provided. Advisors/teachers communicate regularly through phone, email, and parent-teacher conferences about student's academic expectations, performance, and progress. Workshops and trainings on Achieve 3000 (English), Carnegie Learning Tutor (Math), and Pupil Path (online grade book) will be offered to increase student/parent participation in the use of these online programs. Curriculum Night in October 2013 and again in Spring to discuss course work and credit accumulation.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

School Improvement Grant for tutoring and additional supports

**Goal and Action Plan #3**

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

**Annual Goal #3**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

100% of staff participate in at least 4 intervisitations (with teacher development focus and specific to roles in school)

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Improving teacher effectiveness can occur through observing and being observed by colleagues and administrators during short mini-observation classroom visits. These mini-observations frame conversations around teacher practice using competencies in Danielson's Framework.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- Summer and full staff meeting will be used to introduce and engage teachers in Danielson's Framework.
  - Records of mini-observations and feedback will be maintained in Google database.
  - PD workshops and sessions for teachers around their areas for improvement.
  - Instructional coaches
- B. Key personnel and other resources used to implement each strategy/activity**
- Teachers and staff
  - Instructional coaches
  - Teacher leaders
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Novice teachers – 0 – 1 years experience = Receive mentors with focus on Domains in Danielson Framework
  - Developing teachers: 2 – 3 years experience = Peer to peer development focusing on Intervisitations and leading PDs
  - Proficient teachers: 4+ years experience = Critical friends groups and mentor opportunities
  - Teacher effectiveness surveys and workshops
- D. Timeline for implementation and completion including start and end dates**
- 09/09/13 – 06/26/13

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Designated Dept. meeting times
2. Common planning time
3. Designated Wednesday PDs

**Strategies to Increase Parental Involvement**

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).

Parents/guardians are encouraged to speak with teachers about curriculum and instruction for their courses. Parents/guardians are encouraged to visit the school and observe classes.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

**Goal and Action Plan #4**

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

**Annual Goal #4**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

95% of each cohort experience professional, real-world learning opportunities and mentoring in the software engineering field as well as participate in annual cohort field trip (Princeton Blairstown and college overnight)

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Students need to experience and participate in authentic real-world learning opportunities to support their development for college and career readiness. Exposure to adult professionals and office/working environments in the technology industry will deepen student understanding of both college and career expectations and requirements. Additionally, students need to experience field trips that allow their cohort to bond and build relevant relationships. The annual trips allow for students to focus on building relationships with staff and other students as well as focus on college and career.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**A. Strategies/activities that encompass the needs of identified subgroups**

1. AFSE Advisory Board, its subcommittees (Partnerships, Curriculum, Internships & Mentoring), and the Computer Science Consultant support the development of college and career readiness experiences inside and outside of the classroom.
2. Computer Science curriculum includes skills and objectives as advised by industry professionals and college professors.
3. Cross-curricular activities utilizing computer science principles and concepts will be integrated across disciplines.
4. Field trips to software companies including Google, Facebook, and Twitter, and discussions/conversations/Q&A with programmers will be offered.
5. Students will be matched with a professional mentor from the technology industry and participate in an iMentor class that focuses on developing writing, social, and presentation skills.
6. Earned opportunities to attend cohort field trips

**B. Key personnel and other resources used to implement each strategy/activity**

1. Teachers and staff
2. Advisors
3. Professional mentors
4. Partners from Advisory Board (NYC CS Foundation, Google, Facebook, etc.)

**C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

1. Cohort 2016 (123 students)

2. Cohort 2017 (118 students)
<b>D. Timeline for implementation and completion including start and end dates</b>
1. 09/09/13 – 06/26/13
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. N/A

**Strategies to Increase Parental Involvement**

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).  
 Parents/guardians are encouraged to support the professional, real-world learning opportunities by allowing students to participate in field trips and mentoring events. Parents/guardians are formally notified about these opportunities throughout the year and encouraged to provide suggestions for additional experiences.  
 Parents/guardians serve as chaperones and volunteers.

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.  
 Additional grants to support cohort field trips.

**Goal and Action Plan #5**

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

**Annual Goal #5**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

**Comprehensive Needs Assessment**

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1.

**Strategies to Increase Parental Involvement**

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).

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	X	Grants

List any additional fund sources your school is using to support the instructional goal below.

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Review and supplemental instruction focused on critical reading skills and foundational writing.	Tutoring and small group	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.
<b>Mathematics</b>	Review and supplemental instruction in pre-Algebra and Algebra skill, Geometry, or Alg. II/Trigonometry which students struggle with and in preparation for all math Regents.	Tutoring and small group	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.
<b>Science</b>	Review and supplemental instruction centered on principles of Living Environment, Forensics, and Chemistry in preparation for LE and Chemistry Regents.	Tutoring and small group	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.
<b>Social Studies</b>	Review and supplemental instruction in both critical focus for Global History and Participation in Government courses in preparation for the Global History Regents Examination in June 2014.	Tutoring and small group.	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counseling by Guidance Counselor and/or Social Worker	Small group and one-to-one	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>X Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

**Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

**Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

**TA Schools Only**

**Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

**TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

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**Parent Involvement Policy (PIP) Template**

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event 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;

**ACADEMY FOR SOFTWARE ENGINEERING**  
**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

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

## **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>2</b>	Borough <b>Manhattan</b>	School Number <b>546</b>
School Name <b>Academy for Software Engineering</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Seung Yu</b>	Assistant Principal <b>N/A</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Melanie Mac</b>	Guidance Counselor <b>Suzanne Zeitlin-Mellor</b>
Teacher/Subject Area <b>Corey Fink/Math</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Emily Trainor/English</b>	Parent Coordinator <b>N/A</b>
Related Service Provider <b>Gabrielle Gayagoy</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>241</b>	Total number of ELLs	<b>7</b>	ELLs as share of total student population (%)	<b>2.90%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	4
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	4

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	1			2	1	2	4	0	1	7
Total	1	0	0	2	1	2	4	0	1	7

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	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										5	1			6
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	6	1	0	0	7

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)														0

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8	5	1			6
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8	5		1						6
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		2		2		1		6
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry	1		1	
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	1		1	
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

All of our students participate in a Summer Bridge Program. This program gave the students time to understand the expectations of them entering our school, but also during this time we administered assessments for all students (not just ELLs) to see where their current literacy skills fall. At a high school level, we use teacher created writing diagnostics graded with a rubric, Achieve 3000, and the new ELA performance tasks to monitor our students progress periodically throughout the year. Based on proficiency levels we have put a focus on the reading and writing skills of our students, which is why we provide the added time and classes for English in addition to the online software programs. We will continue to monitor student data to look for patterns to determine instructional decisions. As our school grows and we learn more about our ELL population we will continue to analyze our assessments to guide instruction and program. Our criteria for success is that student meet their academic requirements (credit accumulation and Regents) as well as feedback from students and families about our whether the supports we're providing our meeting their needs. In our first year we had 7 ELL students of which 6 moved to Proficiency on their NYSESLAT and one moved to Advanced. All of these students earned 12+ credits and 6 of 7 passed the Integrated Algebra or Geometry Regents and 6 of 7 passed the Living Environment Regents. The two students who did not pass the Regents had a score of 63 on the Living Environment, while the other student earned a 64 on the Integrated Algebra.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As of the 2013-2014 school year, all but one of our current ELLs are at the Advanced level of proficiency according to LAB-R and NYSESLAT results. We currently have one ELL who is at the Intermediate level because he did not complete the NYSESLAT during his 8<sup>th</sup> grade year. The same trend was present in the 2012-2013 school year - all but one of our ELLs entered the 9<sup>th</sup> grade at the Advanced level of proficiency. By the end of last school year, all but one of our ELLs (all 9<sup>th</sup> graders) reached proficiency on the NYSESLAT. The data suggests that our ELLs need enrichment in reading, writing, and academic language development.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

The majority of our ELLs were proficient in the listening and speaking modalities according to 2013 NYSESLAT results. As they scored at the Advanced level in the reading and writing modalities, our instructional focus is providing literacy and formal writing strategies across 9<sup>th</sup> grade content classes to address these needs.

4. For each program, answer the following:
  - a. 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?

Our 9<sup>th</sup> grade ELLs participated in ESL programs in their middle schools and have not taken native language tests other than the LAB-R. The school leader and ESL coordinator use all available exam data, including NYS ELA, Math, and Science tests, NYSESLAT, and LAB-R results to gain insights and information as to each student's strongest and weakest English modalities, content specific knowledge, and academic language development. After analyzing our current 9<sup>th</sup> grade ELLs' 8<sup>th</sup> grade NYS test results, we identified the following patterns: the majority scored a '1' on the ELA test, most scored '1' or '2' on the Math test, and there was a range of scores from '1' to '4' on the Science test. This data informed programmatic and instructional decisions made for our current 9<sup>th</sup> grade ELLs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Not applicable

6. How do you make sure that a child's second language development is considered in instructional decisions?  
We are in constant discussions with both student and parent/family to determine what supports are needed.

7. 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?

Not applicable

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Credit accumulation and Regents scores

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Students who are already enrolled in the NYC public school system receive a letter of continuation of services in ESL. As new students are admitted into the school, the student and parents() meet with the principal and ESL Coordinator (who speaks Spanish; if the family speaks another language, an interpreter is brought in). Parents of students new to the NYC public school system complete the Home Language Survey (HLS) which the ESL coordinator administers. The ESL coordinator administers the LAB-R (as of 2013-2014 school year, the NYSITELL) to students whose home language is not English. The Spanish LAB-R is administered to students whose home language is Spanish. Once the LAB-R is hand-scored at school by ESL teachers, parents/guardians of students identified will receive an Entitlement or Non-Entitlement letter that will be mailed home by the school secretary. If LAB-R results indicate student needs ESL support, parents/guardians receive an Entitlement letter. If LAB-R results indicate student does not need ESL support, parents/guardians receive a Non-Entitlement letter. The hand-scored LAB-R scantrons will be delivered to the Borough Assessment Office.
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.  
Once a student comes in and is identified as potential ELL student. We invite the parent in immediately for the HLIS survey and informal interview/meeting. Once needs are recognized through the HLIS and the LAB-R, we invite parents in for a informational meeting to discuss eligibilty and services offered. During this meeting we explain what the different services are (Transitional Bilingual, Dual Language, Freestanding ESL) and work the parent to determine what services are best suited for their child. We always host these meetings with a translator if there is the need.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)  
  
Entitlement letters are distributed in a few ways. First, we invite the parents in for a meeting and give them the letter face to face. If that does not come back in a timely fashion we call home several times with reminders to bring letter/survey/forms back in. We also send home an extra copy through the mail and also through backpacking it home with the student.  
  
At the moment the model we have is in line with parent requests. Moving forward as we grow in staff and student body, we hope to have more options for our ELL students. However, we work congruently with our students and their families to best meet the needs of our ELL students.
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.
  1. Speak with the parents/families to find out more about the needs of the student
  2. Administer English writing diagnostic during Summer Bridge program for incoming 9<sup>th</sup> graders
  3. Review ARIS data to determine past history and programs
  4. Administer Achieve 3000 (online literacy program) Level Set reading baseline to determine Lexile level

5. Share data and recommendations from teachers including ESL and English
6. Use translators (if necessary) to discuss and determine best program for student
7. Per NYSESLAT or LAB-R proficiency level, program for required ESL instructional minutes.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The ESL coordinator, Melanie Mac, creates a schedule that includes a proctor training session, administration of each modality of the NYSESLAT, a makeup testing session, a training session for grading the Writing section, and an inventory and packaging of all test materials before return. Students eligible for NYSESLAT testing are identified on RLER report on ATS. The testing schedule is sent home to all parents/guardians of ELLs, along with an explanation of the importance of the test. The ESL coordinator familiarizes herself with the administrator's manual and relays all procedures and compliance matters to test proctors and to the administration. The speaking test is administered by the ESL teacher, who pulls students individually from classes to take the test. On test administration days, one classroom is reserved for students to take each section of the test - the reading, listening, and writing tests. Attendance is taken for each test and any ELLs who did not take a section of the test are registered for the makeup session.

6. 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.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- The trend for the 2013-2014 school year is that the families of all 7 of our current ELLs students selected the freestanding ESL program option. We identified the same trend in the 2012-2013 school year, with all parents of ELLs opting for the freestanding ESL program. For the past two school years (the school was opened in September 2012), our freestanding ESL program has been in alignment with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
  - 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])?

We have 4 blocks of students in each grade (9<sup>th</sup> and 10<sup>th</sup>) divided heterogeneously by 8th grade state ELA and math scores, attendance, and Special Education requirements. Each block has approximately 30 students and are of mixed proficiencies in both English and math. We believe the heterogenous groupings allow for students to learn from each other and build both academic and social skills in a diverse learning environment. Many of the classes (English, Global History, Chemistry, Living Environment, Integrated Algebra, Geometry, and Computer Science) have two teachers in the classroom for additional teacher support for both push-in and pullout. Students receive 75-minute block periods of English 5 days a week in the 9<sup>th</sup> grade and 4 days a week in the 10<sup>th</sup> grade. The English courses focus on literature and composition as well as reading and writing of non-fiction and informational texts so students benefit from the extra time to work on reading and writing skills. Moreover, students also work on writing electronically by focusing on writing for various audiences as well as reviewing writing genres, word choice, and style. We also offer afternoon enrichment for our ESL students every Monday, Tuesday, Wednesday, and Thursday either from 7:30 - 8:30 AM or 3:45 - 4:45 PM to provide on-going support in reading comprehension, vocabulary development, and writing. Lastly, our school offers Saturday Academy for students 1 x month from 9:00 - 12:00 PM for students struggling academically. Lastly, we have study hall 2 x week for 33 minutes for students to work with their advisors and teachers to practice skills and complete assignments.

We assess students using online programs including Scholastic Reading Inventory and Achieve 3000 to analyze reading skills and levels. Our goal is to use these programs to determine reading levels of students and to target specific areas in need of improvement to guide instruction. Teachers administer these programs at least 3 x year (we will move to 2 x semester) to measure literacy progress of students. These online programs provide real-time data that can identify areas of strengths and weaknesses of students in reading. Teachers and staff will continue to analyze data to determine next steps for instruction to strengthen areas of need. Teachers are also using a blended learning model to provide students with differentiated instruction.

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)?

The program is developed to maximize the amount of time ELLs spend in courses centering around reading, writing, and language development. Our Advanced ELLs are programmed for the minimum 180 minutes per week of ESL in a freestanding ESL class or for push-in/pull-out ESL in their English classes. Our 1 intermediate ELL receives both a freestanding ESL class as well as push-in/pull-out ESL, which meet the 360 minutes per week requirement. Our program requires students in both 9<sup>th</sup> and 10<sup>th</sup> grades to have 5 and 4 days, respectively, of 75-minute periods in English. Our 10<sup>th</sup> grade program requires students to have 5 days of 75-minute periods in Global History, which has a strong reading, writing, and language development focus.

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 foster language development and meet the demands of the Common Core Learning Standards.

We deliver our content in all subjects in English using a variety of instructional approaches including team teaching, push-in and pull-out, project-based learning, online learning, and problem-solving approaches. All of our curriculum is Common Core aligned and we continue to explore and experiment with online programs that might support students academically.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

We continue to check student progress throughout the year to determine what additional supports including native language is needed.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

We constantly use data from our Grade Monitor and electronic gradebooks to determine how students are building their reading, listening, speaking, and writing skills. All of our content areas practice these skills and evaluate students on these skills in both formative and summative assessments.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

A. The ESL Coordinator identifies and facilitates interventions for students identified as having low native language literacy and low numeracy. Such interventions include placement in the freestanding ESL class, providing native language tutoring and content-specific materials and/or after-school enrichment tutoring. We also offer referrals to outside organizations that provide additional ESL support.

B. Our newcomer ELL has been placed in an English/ESL class with a heavy focus on explicit instruction of reading and writing strategies, extensive scaffolding of projects and major assignments, and differentiation of reading and homework assignments based on language ability. Additionally, our newcomer ELL has been provided with additional resources such as Empower3000 and Pearson Writing Center to target basic English skills.

C. Both in-house and NYSESLAT data have shown us that our ELLs who have been receiving services for 4 to 6 years are in need of academic intervention in reading and writing. As such, the school has adopted uniform reading and writing strategies across English, Social Studies, and Science classes. The consistency and repetition of these strategies in all classes supports continued development of reading comprehension, vocabulary development, and structured writing skills. Vocabulary development is a heavy focus amongs this subgroup because academic vocabulary aids in students' comprehension in class as well as their ability to express themselves in speaking and writing. As such, all content teachers of ELLs explicitly teach content vocabulary.

D. The ESL Coordinator has identified long-term ELLs, who, similar to ELLs who have been receiving service for 4 to 6 years, are in need of academic intervention in reading and writing. As such, the school has adopted uniform reading and writing strategies across content areas. The consistency and repetition of these strategies in all classes supports continued development of reading comprehension, vocabulary development, and structured writing skills. Additionally, long-term ELLs are offered after-school enrichment tutoring.

E. Former ELLs, on a case by case basis, can continue to be programmed in ELL classes after testing proficient. For those who continue to require support in reading and writing in specific content areas, they may be programmed in the ELL block for those content areas, and programmed for mainstream blocks in other content areas. Lunchtime and after school tutoring is provided to former ELLs, with a specific focus on supporting them with writing.

7. 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?

We focus on problem solving and approaches that force students to develop strategies to getting "unstuck". We develop curriculum using grade-level texts as well as online programs including Carnegie Learning and Achieve 3000 to accelerate language development. All staff, including ESL and Special Education teachers, have received training in best practices for co-teaching, Universal Design for Learning, and Understanding by Design. Use of UDL strategies ensures that there are strategic entrypoints in each lesson for each learner. UDL is helpful in breaking down differentiated units into lesson plans that provide entrypoints for all learners. A variety of grade level materials are incorporated into unit and lesson design to provide appropriate supports for ELL SWDs: reference books (bilingual dictionaries, thesauruses), visuals (posters, graphic novels, graphic organizers), manipulatives, and resources in students' native languages.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Our programming and scheduling maximizes instructional and enrichment time for students. Additionally, our use of Advisory and enrichment before and after school allows students to receive additional support. Lastly, our school uses data from our Google applications that allows all staff members to be aware of student progress. Curricular flexibility to support language and academic development is a schoolwide goal that is being addressed, as stated in Question 7, with the use of co-teaching best practices and implementation of UDL in unit and lesson planning. Instructional flexibility is providing through our ICT and push-in/pull-out models of support. ICT pairs in classes with ELL SWDs use a collaborative planning template that ensures there is an individualized plan for each ELL with an IEP. As for scheduling flexibility, 9th grade ELL SWDs are in ICT classes for English, Living Environment, and Algebra. In the 10th grade, there are ICT classes for English, Global History, Chemistry and Geometry, as well as SETTS classes.

**Courses Taught in Languages Other than English [i](#)**

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

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

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

**Native Language Usage and Supports**

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

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

9. 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.

ELLs receive targeted ELA and Math interventions through weekly assignments on Empower3000 and Carnegie Learning, adaptive online programs that provide specific skill reinforcement. Both programs provide teachers with data that is used to design classroom instruction to address identified needs in ELA and Math. Additionally, our school's targeted interventions stem from the schoolwide adoption of Universal Design for Learning and Understanding by Design. As UDL is a framework that supports teachers in unit design that incorporates learning activities and assessments for all individuals and groups, including ELLs, teachers are able to break down differentiated units into lesson plans that provide entrypoints for all learners. A variety of grade level materials are incorporated into unit and lesson design to provide appropriate supports for ELLs: reference books (bilingual dictionaries, thesauruses), visuals (posters, graphic novels, graphic organizers), manipulatives, and resources in students' native languages.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

In our first year we had 7 ELL students - all 7 students earned 12+ credits as well as 6 of 7 passed the Integrated Algebra or Geometry Regents and 6 of 7 passed the Living Environment Regents. The two students who did not pass scored a 63 on the Living Environment and the other student scored a 64 on the Integrated Algebra. Lastly, 6 of the 7 students moved to Proficiency in the NYSESLAT.

11. What new programs or improvements will be considered for the upcoming school year?

We have included a social studies elective in 9<sup>th</sup> grade and double period of Global History in 10<sup>th</sup> grade. Students are regularly using Achieve 3000 and reading informational texts.

12. What programs/services for ELLs will be discontinued and why?

Not applicable

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

We offer enrichment before and after school as well as Saturday school. Students are encouraged to stay and receive additional supports. The school also looks for opportunities for students to participate in clubs and other activities.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All students have access to our 2 computer labs (both Mac and PC), our 200 laptops, and iPads. Additionally, each student is given access to Carnegie Learning Math Tutor and Achieve 3000. Each student is provided an afsenyc.org email account with access to Google applications.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

We have an ESL teacher fluent in Spanish and French. However, we work with our students to determine how to best meet the student's language needs including providing native language support if necessary.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Every decision and supports/resources correspond with our student's grade levels and to Common Core standards. We constantly work with the student and their families to prepare them for college and career readiness.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We have a Summer Bridge program for all incoming 9<sup>th</sup> graders to administer English and math diagnostics as well as introduce them to our school and its philosophy. Additionally we have an Advisory program which matches a small group of students with a teacher who monitors academic progress and social/emotional development. Lastly, our students are provided with a professional mentor who assists with college and career readiness.

18. What language electives are offered to ELLs?

Language electives not offered until junior and senior years. We are currently in the process of purchasing online software (i.e. Rosetta Stone - Spanish, Mandarin) and installing in our computer labs and all of our laptops for students to have access.

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?

- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. 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 here:

### C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. As we continue to develop as a new school we are implementing professional development to ensure appropriate support for our ELL students. Teachers of ELLs are receiving training in Quality Teaching for English Learners (QTEL) through our network, New Visions. The focus of in-house ELL teacher development is using UbD and UDL to create authentic assessments of content knowledge that are differentiated by level of language proficiency and incorporate language goals into lessons.

2. Teachers of ELLs are receiving support in engaging ELLs in the CCLS through AFSE's network, New Visions. New Visions is providing monthly ELA CCLS workshops that offer specific curricular and instructional guidance to support teachers in scaffolding skill development for ELLs.

3. In order to help students transition from middle to high school we offer an Advisory program to all of our students. Advisories meet 4 times a week and is a program where no more than 15 students is matched to a faculty member throughout the 4 years of high school. Through Advisory, teachers and students build relationships, conference regularly on academics and serve as a main line for communication with the homes to discuss academics and attendance. Students have confidence that there is a teacher available to communicate with rest of teachers and family, arrange conferences and tutoring sessions, come up with strategies for success in areas of homework, study skills, self advocacy, etc. These advisors walk their advisees through the tough transition from middle school to high school and make sure they do not fall behind as they work on their skills needed for high school success and college readiness. Through Advisory, students also receive weekly progress reports. Advisors also meet with the Principal on Wednesday morning to advocate for the student body and to discuss student derived suggestions for improving the school academically, socially, and through extra curricula activities. The school also provides a mentoring program called iMentor that connects all of our students to a mentor in a technology related field. This program gives our students an opportunity to connect and build a meaningful relationship with another professional adult. The relationship entails weekly emails and monthly gatherings which takes place at our school. This program focuses on college and career readiness through the support of other professional adults and allows students to forge powerful relationships. Lastly, we also have students use PupilPath, our online gradebook, in which all of our students are registered and enables them to see a real time grade in all of their classes. It also serves as a space where they can get in touch with their teachers through email to inquire about assignments and grades. Every student also has been provided with an afsenyc.org email account to develop their capacity to use a professional email account and stay in communication with teachers and staff.

4. Through AFSE's teacher development program, all teachers of ELLs receive professional development in reading and writing strategies for ELLs for one hour once each month, which exceeds the minimum 7.5 hours of ELL training for General Education teachers and meet the minimum 10 hours of ELL training for Special Education teachers. The school's program includes a weekly 75 minute planning time for departments and 45 minutes for staff development meetings in which all teachers meet to differentiate instruction and identify common strategies for supporting students, including ELLs and ELL SWDs. The ESL teacher and coordinator facilitates ELL training for all staff within the department and whole staff meeting times. Topics addressed include: a) applying the learning standards, b) improving formal writing, c) scaffolding instruction for ELLs in reading and writing, d) using technology as a tool to support language development, and e) explicit language instruction and vocabulary development.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

Our lines of communication with our families are very open and transparent. We call our parents/families regularly to inform them of school events, academic progress, attendance and tardiness. We encourage parent volunteers as well as active participation in our PTA to better support the school and to learn about important school information. We also email our families regularly with school announcements and information that pertains to their child personally. All email accounts for our faculty are made public to the families and we anticipate and encourage communication with the homes as often as needed. Parents can interact with the school and get information from a variety of other platforms: Pupil Path, ARIS, afsenyc.org, school messenger, and social media. We also make our information available for families in a variety of languages in the need presents itself. We utilize translation services for phone calls and also for face to face meetings. We conduct many parent meetings throughout the year as well as during Parent Teacher Conference and Curriculum Night. Since we speak with parents regularly, we ask parents/families what supports we can provide them. We believe that through frequent communication, we can touch upon the many issues that parents would like addressed.

Our school will support parents and families by: providing materials, training, and strategies to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. During Parent Teacher Conferences and Curriculum Night we review with families the following: Pupil Path registration, Achieve 3000 and Carnegie Learning training, transcripts, progress reports, graduation requirements, etc. We also provide parents with the information and training needed to assist them as parents make sound educational decisions for their children. We also give families materials so they better understand their parental and student rights within the school system which in turn helps them gain insight on City, State and Federal standards and assessments as well as give them a vast understanding of graduation requirements. We encourage and help foster a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress. We continuously share information about school and parent related programs, meetings and other activities. We often provide professional development opportunities for school staff with the assistance of parents to assist with effective outreach. Lastly, we are working with our Advisory Board members and partners to possibly conduct computer literacy workshops for our parents/families. We want to extend these workshops to a Parent Academy specific to our school.

## E. 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.

The focus of our school centers on Computer Science and problem solving. We recognize that programming involves strong math and literacy skills, which is why we offer longer instructional time and classes that build on these areas. We offer students multiple English classes (English core, iMentor, Academic Writing) and math classes (Integrated Algebra, Geometry, Functions & Data Analysis) to foster their skills in literacy and numeracy. Since we are a new school developing our program, we continue to offer tutoring sessions for our students before, during, and after school as well as on Saturday. We feel strongly that the more time we can spend with our students the more instruction and practice time we can offer them.

Our goal as a school is to create a safe, academically rigorous, and supportive educational community that encourages our students/families to be successful. By working congruently with families, partners, and staff we believe we can cultivate the relationships necessary to build best practices in instruction, effective communication procedures, and strong parental involvement. We envision a constantly growing learning community.

## Part VI: LAP Assurances

**School Name: Academy for Software Engineeri**

**School DBN: 02M546**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Seung Yu	Principal		11/14/13
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Melanie Mac	ESL Teacher		11/14/13
	Parent		1/1/01
Corey Fink	Teacher/Subject Area		11/14/13
Emily Trainor	Teacher/Subject Area		11/14/13
	Coach		1/1/01
	Coach		1/1/01
Suzanne Zeitlin-Mellor	Guidance Counselor		11/14/13
	Network Leader		1/1/01
Gabrielle Gayagoy	Other <u>Teacher</u>		11/14/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 02M546 School Name: Academy for Software Engineering

Cluster: 5 Network: N561

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

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

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

We started with the RAPL report to find out the initial spoken and written language of our parents/guardians/family members. Additionally, both our Advisors and guidance counselor made phone calls and scheduled meetings with parents/guardians to ensure frequent communication to determine preferred language. During these meetings, we asked staff, who could speak other languages (i.e. Spanish) as well as other staff from other schools (Chinese) to assist during these meetings. Lastly, we used the Over-the-phone translation services and web applications (Google translation) when possible to help bridge communication. Our data revealed the following student's parent/guardian/family language: Albanian (1); Arabic (1); Bengali (3); Cantonese (1); Chinese (9); French (1); Fulani (1); Hindi (1); Mandarin (1); Russian (2); Spanish (32); and English (187). In many cases, the families had someone (i.e. sibling, aunts/uncles) who spoke English to help translate as well which helped alleviate differences in languages.

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

Our data revealed the following student's parent/guardian/family language: Albanian (1); Arabic (1); Bengali (3); Cantonese (1); Chinese (9); French (1); Fulani (1); Hindi (1); Mandarin (1); Russian (2); Spanish (32); and English (187). In many cases, the families had someone (i.e. sibling, aunts/uncles) who spoke/read English to help translate as well which helped alleviate differences in languages. We shared our information with the staff, SLT, and PTA. We are working to get a parent volunteers who are bilingual to help with translation and interpretation needs. We are developing school brochures in other languages and will continue to try and provide a variety of written/oral communication methods to reach our families.

## Part B: Strategies and Activities

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

We will continue to use as many resources as possible to meet translation needs (Arabic, Chinese, Spanish) for our families including the following: Google Translate; bilingual staff, parent volunteers, and staff from other schools in our building (i.e. Language & Diplomacy; International). For all school related documents (letters, progress reports, etc.) backpacked or mailed home, we will determine families' preferred written language and use Google Translate and staff to translate these documents. See steps: (1) Review parent/guardian written language preference; (2) Create different versions of letters or other written document in Arabic, Chinese, or Spanish using both Google Translate and staff; (3) Check/proofread document translation; (4) Follow up with family and student. We will rely on in-house school staff, parent volunteers, online resources such as Google Translate, and if possible the Translation Request Form services available on the NYCDOE website.

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

We will use as many resources as possible to meet translation needs (Arabic, Chinese, Spanish) for our families including the following: Google Translate; bilingual staff, parent volunteers, and staff from other schools in our building (i.e. Language & Diplomacy; International). For phone calls and face-to-face meetings, we will determine families' preferred oral language and use Google Translate and staff to bridge communication. See steps: (1) Review parent/guardian written language preference; (2) Determine oral communication vehicle: phone call or face-to-face meeting; (3) Evaluate and choose appropriate resource such as Google Translate, bilingual staff/parent volunteer, or Over-the-phone translation services; (4) Conduct oral communication; (5) Follow up with family and student. We will rely on in-house school staff, parent volunteers, and online resources such as Google Translate.

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

- 1) AFSE provides each family in need of language assistance with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.
- 2) The main office has a sign indicating that translation and interpretation services are available in all NYC DOE covered languages.
- 3) AFSE's safety plan includes procedures for the front desk, school safety, and administrative staff of the building to follow to ensure that all parents gain access to administrative offices regardless of language spoken. This plan has been coordinated with the six other schools sharing the Washington Irving Campus.
- 4) Each parent whose primary language is neither English or a language covered by the NYC DOE will receive letters home indicating the availability of translation services as needed. As only 8 families out of 242 (3%) speak a language not covered by the NYC DOE, AFSE is able to accommodate parents' language needs.