



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**School Name:** SCHOLARS' ACADEMY  
**DBN (i.e. 01M001):** 27Q323  
**Principal:** BRIAN O'CONNELL  
**Principal Email:** [BOCONNNE@SCHOOLS.NYC.GOV](mailto:BOCONNNE@SCHOOLS.NYC.GOV)  
**Superintendent:** MICHELE LLOYD-BEY  
**Network Leader:** KATHY PELLER

**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
Brian O’Connell	*Principal or Designee	
Stacy Goldstein	*UFT Chapter Leader or Designee	
Mary Beth Dawson	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative, if applicable	
Cathrine Barbasiewicz	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
NA	CBO Representative, if applicable	
Anna Bulatewicz	Member/ Staff	
Helene Wasserman	Member/ Parent	
Kim Barget	Member/ Staff	
Marcia Forbes Bennett	Member/ Parent	
Nicole Kaplan	Member/ Parent	
Irene Dougherty	Member/ Parent	
Toni Marie Sorrentino	Member/ Staff	
Andriana LaMendola	Member/ Student	
	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.

**By June 2014, 75% of the students, in grades 6 through 12, who are identified as the school-wide lowest third will demonstrate progress as evidenced by designated pre- and post-assessments in one or more subject areas.**

### 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.

**Analysis of the 2011, 2012, and 2013 Progress Report data, in the “Student Progress” section, supports the need for our school to continue to focus on the bottom third subgroup of students.**

In 2011 and 2012, the school earned a “B” grade for student progress.

In 2011, analysis of the ELA Median Adjusted Growth for the lowest third subgroup of students placed the school at the 41.8 percentile (%ile) ranking level against “Peer Schools.”

In 2011, analysis of the Math Median Adjusted Growth for the lowest third subgroup of students placed the school’s ranking at the 35%ile against “Peer Schools.”

**This was a clear indicator that this lowest third sub-group of students needed particular attention and supports.**

**Examination of this data across 3 years indicates the following:**

Progress Report Year	ELA Score Bottom 1/3	Peer Group Ranking Percentile	Math Score Bottom 1/3	Peer Group Ranking Percentile
2010-2011	80	41.8%	66	35%
2011-2012	80	56.9%	75	62.1%
2012-2013	76	47.4%	83	88.3%

Analysis of this Data indicates that by implementing strategies that focus on the bottom 1/3, dramatic traction has been demonstrated in mathematics.

ELA data indicates that a more focused and coherent examination of how to better adjust practices to differentiate supports is necessary.

Ultimately, this data indicates that there is a need to increase the school’s standing in percentile rank against peer schools by having a continued, but more systematic, approach to adjusting instructional tasks and providing supports for the lowest third in both ELA and Math.

## ***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. School-wide Cooperative Learning Research Based Scale Up Model Use in All Classrooms with Technology Tool Use to Promote Flipping Instruction.
2. Professional development plan for 2013-2014 has planned cyclical data analysis and student work analysis sessions to ensure teachers are tracking this subgroup of students. Teachers identify lowest 1/3 and ensure that there are targeted individual tracked learning conferences at least once per marking period. Student baseline assessment data for these students drive their respective annual learning goals. Teachers review student work and develop tiered tasks to meet needs of this identified subgroups. Tasks are designed with a focus question so that students of lowest 1/3 may be assessed informally and formally during instruction. Datacation/Pupil Path Tool and/or Google tools are used to track student learning goals and students are expected to update these goals in their planners.
3. Supports for students in the lowest third include: extended parent teacher conferences that takes place during Friday Inquiry time; students in lowest 1/3 are intensely encouraged to attend peer tutoring sessions, lunch and learn sessions, attend after or before school acceleration programs, and Saturday academic acceleration programs. Students in the lowest third are programmed to attend an academic acceleration class conducted by the content area teacher at least 2 times per week.
4. The data of students in the lowest third is analyzed at strategic check points throughout the school year. A review of lowest third attendance, report card grades, Skedula category grades and benchmark data are checked to ensure that students are on track to make growth and to see if additional supports are needed.

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

1. Lead Teachers, Assistant Principals and Teachers
2. Lead Teachers, Assistant Principals, Grade Leaders, Classroom Teachers, Guidance Counselors and Instructional Leads
3. Teachers, Lead Teachers, Parent Coordinators and Guidance Counselors
4. Data Team, Grade Leaders, Teachers and Guidance Counselors

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

1. All Staff Receive PD on conducting Scale-Up Model Bootcamp Lessons: Bootcamp on Scale Up Group Activities for New Staff and Professional Development Session in September to launch Bootcamp Lessons on Scale-Up Model for all students in September.
2. All Staff Attend cyclical Friday Professional Development Sessions wherein performance of this subgroup of students is tracked; tasks may be adjusted and staff discuss ways to better meet the needs of this subgroup of students during 3 lesson study group sessions.
3. All students identified in this subgroup have extended parent teacher conferences during Term 1.
4. Outreach is done to attempt to get all students in this subgroup to attend peer tutoring or academic acceleration programs that are available after each marking period.

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

1. August 2013/September 2013/Embedded Practice Reviewed in Each Observation/Walkthrough
2. Cyclical According to Annual PD plan on Fridays and during 3 Lesson Study Groups
3. After each marking period based upon student needs, programs, and resources
4. After each marking period based upon student needs, programs, and resources

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

1. Use of Per Session Funds for New Staff Boot camp and Teacher trainers in August. Professional Development Staff Model Scale-Up use during professional development sessions when appropriate.
2. SBO to ensure that teacher teams have approximately 2 hours of PD/Inquiry time each Friday. Per Diem Funds to pay for substitute teachers for Lesson Study Groups. Funds are redeployed from Edline.net and Rubicon mapping software to pay for datacation/pupil path.
3. Per session Funding from Central and from school budget to pay for teachers to meet with parents.
4. Academic Acceleration Funds from Fund for Public Education

**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 are contacted using pupil path online tool, phone via parent coordinator, teacher, and guidance counselor. Workshops are provided aligned to Parent Association Meeting Schedules.

**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.

Title I STH for students in temporary housing for Non Title I Schools and Sequester Aid Title I for non Title I Schools.  
Mayor's Fund Donations in form of Per Session and Technology Funding.

**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.

**By June 2014 the percentage of students, in grades 6 through 12, scoring in the top tier on the annual designated exams (85+/Level 4) in each content area will increase by 2 to 5% points.**

**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.

Analysis of the 2011, 2012, and 2013 Progress Reports in the "Student Performance" section supports the need for our school to continue to focus on top tier students.

In 2011, the percent in the peer range for students in English (ELA) scoring a level 3 or 4 was 89.3%. However, the average student proficiency score percent range was 56.7%. For math the peer range was 96.1% for students scoring levels 3 and 4. However, the percent peer range for proficiency was 63.4%.

**This indicates that the peer schools' average proficient rate was higher than our school, therefore showing the need for the school to focus on improving the mean scale score of students.**

In 2012, the percent in the peer range for levels 3 & 4 in English (ELA) was 92.6% and for math was a 93.6%, however, the percent of the peer range for the average proficiency was a 79.7% for English (ELA) and a 73.8% for math.

**The focus on the top third began generating results, but growth was still needed.**

In 2013, the percent of the peer range for students scoring levels 3 and 4 in English (ELA) was 79.5% and in math 83.6%. The average student proficiency rating for English (ELA) was 80.6% and for math 77.4%.

**This analysis shows that continued focus for the top third is necessary to continue to achieve on “A” on the School Progress report.**

***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.

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

1. School-wide Cooperative Learning Research Based Scale-Up Model Use in All Classrooms with Technology Tool Use for Flipping Instruction.
2. Professional development plan for 2013-2014 has planned cyclical data analysis and student work analysis sessions to ensure teachers are tracking this subgroup of students. During 3 study group sessions, teachers will review student work and develop challenging common core aligned tasks or extension tasks to meet needs of this identified subgroup.
3. Datacation/Pupil Path Tool and/or Google tools are used to track student learning goals and students are expected to update these goals in their planners.
4. Students in this top tier of students are intensely encouraged to serve as peer tutors and attend Saturday test sophistication programs.

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

1. Assistant Principals, Lead Teachers, Boot Camp PD Providers, Teacher Mentors, and Teachers
2. Assistant Principals, Lead Teachers, Instructional Leads, Mentors, and Teachers
3. Principal, Assistant Principal, Lead Teachers, Datacation Personnel for Training
4. Data Inquiry Team, Teachers, Guidance Counselors, and Parent Coordinators

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

1. By September, all staff are trained in Scale-Up philosophy and instructional model. During each observation, evidence of scale-up groups is witnessed. Boot camp on Scale-Up Group Activities for New Staff and Professional Development Session in September and Boot camp Lessons on Scale-Up Model take place for all students in September.
2. Review of Instructional Unit Plans and Tasks after Term 1 and data analysis of top tier of students marking period grades by teachers.
3. Audit of top tier goals by assistant principals and principal randomly throughout year indicates appropriate goals for top tier students.
4. Sufficient top tier students serve as peer tutors.

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

1. All staff and students trained by end of September and subsequent walkthroughs and observations demonstrate evidence of Scale-Up triad engagement structure.
2. Professional Development Plan is followed and during each of the 3 study group sessions, student work/task review and takes place, starting in term 1.
3. All staff are trained in datacation in August and September. Datacation/pupil path tools and google online tools are used to track learning conferences after each marking period.
4. Peer tutoring begins after marking period 1 based upon report card data and needs for peer tutors will adjust based upon each marking period's data.

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

1. Per Session Funds for New Staff Boot camp and Teacher trainers in August. Professional Development Staff Model Scale-Up use during professional development sessions when appropriate.
2. Professional Development Team use scheduled weekly meeting time to plan agendas and track professional development calendar execution. Per diem substitutes are budgeted for teacher coverage to permit 3 rounds of lesson study groups. SBO Friday Inquiry work time is critical to this activity.
3. Funds are redeployed from Edline.net and Rubicon mapping software to pay for datacaton/pupil path.
4. Academic Acceleration funds are reserved for intense test sophistication programs.

**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 receive training in pupil path/datacaton at start of the year and on case by case basis during meetings and scheduled appointments. Parents attend workshops aligned with needs on Parent Association meeting nights. Parents receive insight into need for yearly approval of SBO which creates teacher inquiry work time on Fridays.

**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.

Title I STH for students in temporary housing for Non Title I Schools and Sequester Aid Title I for non Title I Schools.  
Mayor's Fund Donations in form of Per session or Technology Funding.

**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.

**By June 2014, 100% of teachers will participate in professional development and a formative observation process based on the entire Danielson Framework for Effective Teaching with a focus on 1e (designing coherent instruction), 3b (questioning), and 3d (assessment) (Minimum of 6 walkthroughs or 1 formal observation and 3 informal observations).**

**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.

NYS driven Teacher Effectiveness Accountability System mandates this goal.  
Analysis of Feedback Received from Teachers During 2012-2013 Instructional Rounds Indicates that Teachers Want More Support in these Competencies.  
Review of prior observation trends by each of the administrators, mentors, and teachers indicate a need to focus on these three competencies (1e, 3b, and 3d).  
Each teacher engaged in a reflective conversation to assess in what manner each teacher's goal will factor into this subject team goals which then impact this school wide goal.

**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.

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

1. Google teacher effectiveness observation tracking form and website will be used to track specific teacher observation results to align feedback across administrators.
2. Professional Development Plan's 3 study group sessions contain components of how to enhance 1e, 3b, and 3d.
3. Lesson Planning Template is adjusted to address 1e, 3b, and 3d.
4. Flipped instructional model permits for assessment (3d), embedded questions in the task (3b), and more coherent instruction (1e).

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

1. Principal and Assistant Principals
2. Assistant Principals, Lead Teachers, Teacher of Focus and Host Teachers

3. Principal, Assistant Principals, Lead Teachers, and Grade Inquiry Leaders
4. Principal, Key Teaching Staff Comfortable with “Flipping Instruction.”
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. Website must be designed and used from the September and updated during each observation.
2. 1 <sup>st</sup> Study Group Session Must take place in Term 1 with the second 2 taking place across Term 1&2, and 3 <sup>rd</sup> in Term 2.
3. Lesson Plan Template is adjusted in September 2013 for effective teacher use. Plan may be updated by subject each team as needed.
4. All teachers must flip one signature lesson per unit plan. All math teachers must share flipped lesson with principal by end of October.
<b>4. Timeline for implementation and completion including start and end dates</b>
1. September 2013 and on-going
2. Lesson Study 1 in Term 1 and Lesson Study 2 and 3 completed by end of Term 2.
3. Updated by September 2013 and customized by subject teams throughout 2013-2014.
4. All teachers flip at least 6 lessons during 2013-2014.
<b>5. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
1. Professional Development Friday Planning/Inquiry Time
2. Per Diem Substitute teachers to support Study Groups
3. Common Planning, Election Day PD, and Friday SBO Planning Inquiry Time
4. Purchase and Access to technology resources: imacs, ipads, macbooks, and Smartboards

**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).
Ensure Parent Support of Friday Inquiry SBO, Parent Workshops during PA Meetings, SLT Workshops re: Danielson Framework

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.											
<b>x</b>	<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>x</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Donations and Gifts from organization such as Happy Hearts Fund.											
Mayor’s Fund Donations.											

**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.
<b>By June 2014, 100% of students will complete a Common Core-aligned unit of study resulting in a Literacy Design Collaborative or Math Design Collaborative project in each core subject area once per marking period; one of which will be accessible online via a digital platform.</b>

**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.
<ul style="list-style-type: none"> <li>○ City and State Instructional Expectations require a shift to the Common Core Learning Standards.</li> <li>○ To successfully prepare all students for life after high school, teachers need to create cognitively demanding learning experiences in their classrooms every day.</li> <li>○ As we continue to work toward graduating students who are college and career ready, we are strengthening student work by examining and refining common core aligned curriculum, assessment, and classroom instruction; and strengthening teacher practice by examining and refining the feedback teachers receive.</li> </ul>

- Teacher Team Work Enhanced Teacher Pedagogical Practices and Must be Continued Around the Work of Unit Planning, Task Creation, and Assessment Design to the common Core.

**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.

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

1. Professional Development Plan includes cyclical revisions and sharing of these units within each teacher team.
2. Study Group Sessions will also examine granular assessment, tasks, and unit plans indicating (1e) coherent instruction.
3. Science, Humanities, and Math teachers receive external consultant support: Ann Shannon and Eileen Dougherty.
4. Teachers meet with subject partners and teams to collaborate around this work.

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

1. Principal, AP's, Lead Teachers, Instructional Leads, Teachers
2. Principal, AP's, Lead Teachers, Instructional Leads, Teachers
3. Principal, AP's and Teachers
4. Teachers, Lead Teachers, and Mentors

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

1. All teachers learn how to use task templates and develop common core aligned tasks and assessments during planned professional development.
2. All teachers engage in study groups at least 3 times during the year to reflect upon components of LDC, with the exception of fitness teachers.
3. Consultants will meet with math, humanities, and science teachers during term 1.
4. All teachers will share their updated units of study with their Assistant Principal's during each term.

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

1. By End of Term1, 2013
2. 1 Study Group Session by End of Term 1 2013 and 2 additional Study Group Sessions by June 2014
3. Consultant Work with Teachers by End of Term 1, 2013
4. First Audit By End of Term 1 and Review 2 by end of Marking Period 2 in Term 2. Final Review of all 6 units in June 2014

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

1. Per session as needed for technical support if technician/technology teacher is not secured to manage main landing page where teacher websites are embedded
2. Per session funds for teacher unit plan revisions and uploading into websites
3. Per Diem funds for study groups
4. Consultant Fees

**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).

Curriculum Overview Event in Fall 2013 Familiarizes Families with Curriculum Expectations and Web-based tools..

**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	x	Set Aside	x	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Mayor's Fund Donations in Form of Per Session or Technology Support

**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.

**By June 2014, 90% of the students in the graduating class will be deemed College Ready and 95% will be deemed college prepared.**

**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.

College Preparedness is earned when a student successfully completes an advanced course and regents or an endorsed college level course or AP course.

**College Readiness is defined by NYC and CUNY by the following criteria:**

- Students must earn a 75 or above on the English regents or a 480 or higher on the critical reading portion of the SAT.
- Students must earn a 80 or higher on a math regents or a 480 or higher on the math portion of the SAT.

Prior to implementing this focus on college readiness and preparedness, the Class of 2012 had 84% of students considered College Ready and 95% considered College Prepared. Ultimately, the class of 2012 posted an 84.1% college ready in math and 98.9% college ready in reading/writing, and 100% of students college prepared.

Prior to implementing these focus strategies, the Class of 2013 posted a prediction of 87% of students considered “College Ready” and 96% considered College Prepared. Ultimately, the class of 2013 demonstrated a 98.9% college ready in math score and a 100% college ready in reading/writing score, and a 100% college prepared score.

- At the time of this needs assessment, the Class of 2014 has 70% of students considered “College Ready” and 65% considered College Prepared.

**The pattern of improving the college ready and college prepared data via this goal and these action plan/strategies supports the continued need to focus on this critical issue.**

***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.

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

1. Individualized Plans to provide support services by college office tracked by Naviance online tool.
2. Technology-Based SAT preparation course (such as Appleroth) embedded into the school day.
3. Programming students based on (with Datacacion enhanced data tracking)identified graduation status needs using: online courses, 11<sup>th</sup> grade math courses for select students, summer programs designed to achieve even higher passing scores on exams.
4. Create a Culture of College Readiness and Preparedness Awareness by conducting Parent and Student Workshops and Sending Communication Home with Report Cards.

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

1. College Advisor, Guidance Counselor, STH Counselor, and Director of College Office
2. Programmer/AP, Principal, SAT Teachers, Purchasing Secretary
3. Programmer/AP, Pupil Accounting Secretary, Data Specialist, Summer School Assistant Principal, HS Teachers
4. College Advisor, College Office Staff, and Pupil Accounting Secretary

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

1. Review Student Data during Term 1 and Track in Naviance. Communicate with students, parents and teachers during Fall Parent Teacher Conferences and Grade Inquiry Meetings.
2. By December 2013, purchase and enroll students in SAT Prep Course and Revisit Results and Usage after SAT
3. Prior to each term, and before start of summer school, program students and create courses and after school programs as needed
4. Conduct at least 2 college and career readiness workshops for parents in each term

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

1. After marking period 2 of Term 1 and marking 2 of Term 2 by College Office
2. Prior to December 2013 through SAT Exam
3. Assess student data and convene college office/programming coordination after each term and prior to summer

4. At Parent Association Meetings in Fall 2013 and Spring 2014

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

- 1. Naviance Fees
- 2. SAT Course and Teacher Fees
- 3. Datacation Costs and Academic Acceleration Costs and Summer School Funds: Permit Fees for Summer Program (teachers, permit costs, etc
- 4. Translation Fees, Workshop Presenter Costs, etc.

**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).

Parent Workshops, Individual Meetings with Parents with College Advisors, Communication by Parent Coordinators, and Electronic Communication via Pupil Path/Datacation and Email.

**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.

City Council Grants from Councilman Ulrich's Office to Assist with SAT Prep Tools and Per Session Courses

Title I STH for students in temporary housing for Non Title I Schools and Sequester Aid Title I for non Title I Schools. (Additional GC Support and Potential Tutoring and/or supplies for STH)

### 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>	English Language Arts support includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group classes. Larger groups are serviced during our before/afterschool or Saturday Academy. Students of all performance levels can be identified for an AIS or AAT class. The following are a plethora of resources and materials that are used during AIS & AAT programs: NYS CCLS Ready books, Applerouth, Datacation, Castle Learning past ELA state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing, reading fictional selections, nonfiction text, newspapers, historical fiction novels, and utilizing the internet.	450 Students: (Grades 6-8 English, HS SAT, Grade 10 English & Grades 11-12 AP English)  <u>Small Group:</u>  Intensive: (Bottom Third)  Standard: (Middle Third)  Expanded:(Top third)	Before, During, Afterschool, and Saturday Programs
<b>Mathematics</b>	Mathematics support includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction	450 Students  (Grades 6-8 Math, HS SAT, Grade 9 Geometry, Grade 10 Trigonometry &	Before, During, Afterschool, and Saturday Programs

	<p>in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group classes. Students of all performance levels can be identified for an AIS or AAT class.</p> <p>The following are a plethora of resources and materials that are used during AIS programs: NYS CCLS Ready books, Applerouth, Datacation, Castle Learning, past Math state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, AMSCO prep books, NYS Coach books, Mathletics, online courses and utilizing the internet.</p>	<p>Grades 11-12 AP Calculus &amp; Statistics)</p> <p><u>Small Group:</u></p> <p>Intensive: (Bottom Third)</p> <p>Standard: (Middle Third)</p> <p>Expanded:(Top third)</p>	
<p><b>Science</b></p>	<p>Science support includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school and service larger groups during our Saturday Academy. The following are a plethora of resources and materials that are used during AIS programs: Datacation, U Texas, Castle Learning, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, and Regents review books, mini labs, online courses and utilizing the internet.</p>	<p><u>Small Group:</u></p> <p>Intensive: (Bottom Third)</p> <p>Standard: (Middle Third)</p> <p>Expanded:(Top third)</p>	<p>Before, During, Afterschool, and Saturday Programs</p>
<p><b>Social Studies</b></p>	<p>Social Studies (and Spanish) support includes whole class, small</p>	<p><u>Small Group:</u></p>	<p>Before, During, Afterschool, and</p>

	<p>group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes. The following are a plethora of resources and materials that are used during AIS programs: Datacation, Regents exams, Castle Learning, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing, reading fictional selections, nonfiction text, newspapers, primary source documents, historical speeches, historical fiction novels and utilizing the internet.</p> <p>Arts AIS: Visual Arts includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school. The following are a plethora of resources and materials that are used during AIS programs: Datacation, rubrics, predictive exams, diagnostic exams, essay writing, portfolios, projects, and utilizing the internet.</p>	<p>Intensive: (Bottom Third)</p> <p>Standard: (Middle Third)</p> <p>Expanded:(Top third)</p>	<p>Saturday Programs</p>
<p><b>At-risk services (e.g. provided by the Guidance Counselor, School)</b></p>	<p>One-to-one and small group guidance sessions are provided to</p>	<p>Grade 6 Counselor: 30</p>	<p>During Mandated Sessions, During Lunch, Before and After School, in</p>

<p><b>Psychologist, Social Worker, etc.)</b></p>	<p>students by the school counselors to discuss topics such as: organizational skills, work quality, study skills, homework completion, class performance, conflict mediation, community service, parental involvement, peer pressure, parent divorce/separation, bereavement, anger management, STH, how to interact in a positive setting, high school selection process and college readiness. One-to-one and small group sessions are provided by the school social worker Wednesdays to aid in the resolution of outside issues which may affect student academic performance and overall well-being. Class workshops and discussions are also facilitated by the school social worker to address topics such as anger management, positive social interaction, peer pressure, being a positive role model and saying no to drugs and alcohol. Students receive services from the school nurse with regards to: diabetes, asthma conditions, nebulizer treatment, severe allergies, migraines, use of crutches, etc. A vision teacher and mobility teacher also work with students during the school day in a one to one setting.</p>	<p>Grades 7/8 Counselor: 50  Grades 9/10 Counselor: 50  Grades 11/12 Counselor: 50</p>	<p>Addition to Extended Parent Teacher Conferences on Fridays</p>
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**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- A. All elements of the *All Title I Schools* section must be completed\*.
- 5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 6. 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</b>	<b>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)**

**Not Applicable. This is not a Title I School.**

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

- Scholars' Academy, 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.

### **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 by promoting practices that ensure appropriate courses and programming options exist for students consistent with state and city regulations in addition to adopting a period schedule and instructional format that maximizes student learning time on task;
- respecting cultural, racial and ethnic differences by promoting a positive school culture via our Respect For All Liaison and our Positive Behavior Intervention Supports Plan Complete with Student Mentors and Proactive Workshops;
- implementing a curriculum aligned to the Common Core State Learning Standards via the use of CCLS Unit and Lesson Plans;
- 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 (and by conducting extended parent teacher conferences for students in need of greater support) during which the individual child's achievement will be discussed as well as how this Compact is related;
- when applicable, 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, at school events and online or over the phone, in order to ensure participation in the child's education;
- providing information related to school and parent programs, (electronically and via other means) 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, Curriculum Overview Night, HS and College Workshops, CCLS Workshops, Family Math Night, Science Technology Fairs, Art and Music Shows, Workshops to Prevent Bullying, Internet Safety Workshops, etc. (Efforts will be made to make such events available online for parents via the internet and live-streaming.)
- *Provide general support to parents by:*
- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

- Know our parent handbook and review the school and NYDOE Policies with your child;
- 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;

**Student Responsibilities:**

- pursue excellence and attempt to "CHART My Way to being an 'Outstanding Scholar' who is college and career ready" by demonstrating the characteristics: cooperative, hard-working, amiable, respectful, and trustworthy;
- 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>27</b>	Borough <b>Queens</b>	School Number <b>323</b>
School Name <b>THE SCHOLARS' ACADEMY</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>Brian O'Connell</b>	Assistant Principal <b>Toni Marie Sorrentino</b>
Coach <b>Dannielle Colleran</b>	Coach <b>Jennifer Lewner</b>
ESL Teacher <b>Judith Mainhart</b>	Guidance Counselor <b>Lorry Gilgur</b>
Teacher/Subject Area <b>Jeannine Giove-CB</b>	Parent <b>Julie Molino</b>
Teacher/Subject Area <b>Ryan Milano-Math</b>	Parent Coordinator <b>Marta Moskal</b>
Related Service Provider <b>Lorraine Caraccio</b>	Other <b>Moretta &amp; Villa</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>Rosa Lagombra</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers 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>6</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>1254</b>	Total number of ELLs	<b>0</b>	ELLs as share of total student population (%)	<b>0.00%</b>
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# Part II: ELL 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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Freestanding ESL</b>														
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Total</b>	<b>0</b>													

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

### 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
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>																			

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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	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
<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): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## 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	0	0	0	0	0	0	0	0	0	0	0	0	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)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

## 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.  
We are a grade 6-12 school currently with 0 ELL students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
N/A
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](#))  
Currently, we do not administer the NYSESLAT.
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?Currently, we do not have any ELL students.
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](#).)  
Our school has very strategic ways and systems to look at data to guide instruction. Every marking period, students take benchmark assessments. Data from benchmark exams are analyzed in terms of progress and compared to pre-assessment data. Report card data analysis every marking period using skedula/datacation and looking at student work are also two additional ways we look at data to drive instruction. All of these forms of data are used to plan conferences with students, hold meetings with parents, schedule students for peer tutoring, small group extra help, as well as form groupings for class and differentiated class and homework.
6. How do you make sure that a child's second language development is considered in instructional decisions?  
This will be systemic, and not limited to just the ELL classrooms. We will use teacher created resources, interactive media, internet resources, videos, ipads, laptops, glossaries, dictionaries, and materials in the native languages. Teachers will also group students of the same strengths, weaknesses, language for certain activities so that they can assist each other and respond in their native language. Each of these strategies can extend to after and before school programs, as well as to summer school.
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?Currently, we do not have any dual language programs.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
Similarly to how we analyze data to drive instruction, we will also use this data analysis to inform us of our program's effectiveness. Benchmark assessment, pre and post assessments, looking at student work, report card data, student reflections, teacher reflections, observations, state exam performance, etc

## 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](#).) Annually the LAP team, with the assistance from our testing and data teams will analyze data in ARIS and ATS. These teams will identify any current or former ELL students by looking at assessment data. As qualified students are admitted into the school through an application process, upon admission of an ELL student or potential ELL student, the school LAP team will administer and analyze Home Language Surveys within 10 school days. Dannielle Colleran is a licensed reading teacher for grades K-12 and Jeannine Giove is a fully licensed common branch teacher working on the LAP team. Translation services will be provided if needed via home language surveys available in 15 native languages. On sight translators may also be used for oral interviews in native language. The LAB-R, if deemed appropriate and necessary, will be administered within 10 school days of the student's enrollment in our school. The exams will be graded in house and sent out to be scanned.

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.  
Parents will be invited to school to have face to face meetings with team leader, guidance counselor and teachers. Team will ensure parents are made aware of these meetings via continuous parent outreach such as phone calls, letters, emails, automated alerts, etc. Discussion on program options and choices will be discussed during these meetings, as well as time to view video and for parents to ask questions. If a parent selects a program our school does not offer, we will note this in our records and notify the parents if this program ever opens up in our school. We will inform parents of the available programs in the community and the neighboring schools that offer their #1 option. Constant communication will be upheld.
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 [\[see tool kit\]](#).)  
Team members will ensure all letters, surveys and forms will be distributed and returned. We will utilize our communication systems such as skedula, pupil path, datacation, letters, emails, face to face meetings, phone calls and home visits if needed by LAP Team members.
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.  
Since we do not and have not had any ELL students, we would follow all policy and protocol sent forth by the NYCDOE. We would take parent decisions into consideration, as well as analyze student assessment data, student work and consult with our network, CFN 112.
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.  
At The Scholars' Academy we administer the HILS & LAB-R when needed. We also administer all state exams for grades 6-12, as well as Regents and AP and LOTE exams. We currently do not administer the NYSESLAT exam.
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.   
We do not have any data to base trends on. N/A.

# 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])?  
Currently in our school we have general education class instruction, differentiated seating, differentiated class material, small group extra help classes, supports for struggling students embedded in lessons, special education teacher support services, speech therapy, occupational therapy, mandated counseling and physical therapy programs.
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)?  
This team will work closely to ensure that student instructional programs are in agreement with NYSED-CR Part 154 mandates and regulations including parent involvement procedures, course work, instruction and teacher professional development. The LAP team is designed to coordinate an academic plan to support and enhance all services for ELL students. The pupil accounting secretary intake team member, guidance counselor and translation coordinator will serve as points of contact between home and school.
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 currently do not have students to service in these program models. The LAP Team is designed to coordinate an academic plan to support and enhance all services for ELL students. The pupil accounting intake team member, guidance counselor and translation coordinator will serve as points of contact between the home and school. The testing team ensures that all ELL & former ELL students are provided with testing modifications. The academic acceleration team works with all teachers to ensure that all ELL & former ELL students are provided with support via extra help classes in science, reading and math, as well as opportunities in the school's peer tutoring & Saturday programs. Teachers utilize Regent's and State Exam websites, the technology lab, school lab, laptop carts, google-docs, CASTLE LEARNING, ARIS and internet links to support ELL & former ELL students. The school's literacy & technology lead teachers work alongside the teaching staff to include the following materials into daily instruction: practice assessments, benchmarks assessments from CEP, Benchmarks, class novels, independent reading books, instructional hand-outs, in school curriculum maps, as well as core curriculum and Regent's review textbooks.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
We currently do not have any ELL students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
We currently do not have any ELL students.
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).

Our former ELL students are provided with multiple pathways, scaffold instruction, differentiated work, varied groupings and support services during class instruction. They are also provided with extra help small group classes, peer tutors and separate location and extended time for testing

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?

Multiple pathways, scaffold instruction, graphic organizers, manipulatives, task sheets, ipads, videos, laptops, mathletics, castle learning, paired passages, flexibility in deadlines, peer tutoring, small group extra help, AIS, etc

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?

Multiple pathways, scaffold instruction, graphic organizers, manipulatives, task sheets, ipads, videos, laptops, mathletics, castle learning, paired passages, flexibility in deadlines, peer tutoring, small group extra help, AIS, etc

### Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:	0	0	0
Social Studies:	0	0	0
Math:	0	0	0
Science:	0	0	0
	0	0	0
	0	0	0
	0	0	0
	0	0	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
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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.



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.  
N/A
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
N/A
11. What new programs or improvements will be considered for the upcoming school year?  
N/A
12. What programs/services for ELLs will be discontinued and why?  
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
N/A
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?  
N/A:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?  
N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
N/A
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.  
N/A
18. What language electives are offered to ELLs?  
N/A
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)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- N/A

### 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.

Scholars' Instruction:

Expectations, Professional Development

And Initiatives

Mission

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

Theme

Remove Time & Place from Teaching & Learning

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

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

Initiative #1.

Common Core & State Standards Based Process & Content:

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

These standards will assist in our current practices already in place to ensure:

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

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

Initiative # 2.Purpose:

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

Initiative #3. Individual Coaching & Goal Setting:

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

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

Teams:

Common Core Standards

Inquiry

Professional Development

Cabinet

School Implementation Team

Special Needs Team

Pupil Personnel

Youth Development

Safety

LAP Team

PBIS Team

SLT and all other support staff will continue to:

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

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

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

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

During these PD Meetings individual student work, specifically if we have At-risk students or ELL students is reviewed and further instructional next steps or interventions are determined. In essence, PD is on-going and tailored to every child's need, ELL's included, and every teacher's specific need, whether they be TESOL or not. Our Quality Review which was "Well Developed" is indicative that these systems are indeed in place.

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

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

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

## 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?

School Messenger and Skedula, Datacation, PupilPath are two advances the school has made to increase parent involvement and communication. The results have been extremely positive.

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

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

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

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

## 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 Scholars' Academy is an Accelerated Middle School and High School with an Early College Component. Student enrollment is based on a rigorous application process due to the expectation of acceleration in all subject areas. The school currently serves 1254 students in grades 6-12. The middle school grades serve approximately 33 students per class and the high school grades house approximately 28-32 students per class. The student population is diverse as indicated within the body of our Comprehensive Education Plan (CEP). 0% of the population is made up of ELL's. In 2006-2007, the school did not have any ELL students. In 2007-2008, the school had one ELL student on register. This student was serviced before, during, and after school. The academic results were impressive as the ELL student achieved a passing score on the NYSESLAT and scored a 90% on the High School NYS Regents Exam in the 9th Grade. During the 2008-2009 school year, two new admits from private school, were identified for the LAB-R by Home Language Surveys, they received extremely high passing scores on the exam. During the school year, 2009-2010 four students have been identified to take the LAB-R by the Home Language Surveys, they were also new admits to our school and received high passing scores on the exam which then excluded them from any ELL category. This year and for the last 4 years thus far there have been 0 students identified as needing the LAB-R examination. The school LAP Team maintains a standing plan to accommodate and meet the needs of ELL's through an ESL approach.

## **Part VI: LAP Assurances**

**School Name: 323****School DBN: 27q323**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
BRIAN O'CONNELL	Principal		12/6/13
TONIMARIE SORRENTINO	Assistant Principal		12/6/13
MARTA MOSKAL	Parent Coordinator		12/6/13
JUDITH MAINHART	ESL Teacher		12/6/13
JULIE MOLINO	Parent		12/6/13
RYAN MILANO/MATH	Teacher/Subject Area		12/6/13
JEANNINE GIOVE	Teacher/Subject Area		12/6/13
DANNIELLE COLLERAN	Coach		12/6/13
JENNIFER LEWNER	Coach		12/6/13
LORRY GILGUR	Guidance Counselor		12/6/13
KATHY PELLER	Network Leader		12/6/13
ROSA LAGOMBRA	Other <u>GUIDANCE/TRANSLAT OR</u>		12/6/13
GIANFRANCO MORETTA	Other <u>GUIDANCE/TRANSLAT OR</u>		12/6/13
MICHELLE VILLA	Other <u>GUIDANCE/TRANSLAT OR</u>		12/6/13
LORRAINE CARACCIO	Other <u>TRANSLATOR</u>		12/6/13

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

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

DBN: 27Q323 School Name: THE SCHOLARS' ACADEMY

Cluster: 1 Network: 112

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

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

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

Using biographical data, home language survey responses, information from applications to the Scholars' Academy, student/parent shared information and review of ARIS and ATS data, we identify households wherein English may not be the primary spoken language. This information is then confirmed via phone calls to the home and/or in person interviews with students, parents and guardians. We have two parent coordinators this year on our staff, as well as four guidance counselors for this outreach/work.

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

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

- our new communication system SKEDULA/DATACTION/PUPILPATH which can be translated into a variety of languages by parental choice, this system houses our school's monthly calendar, as well as report card grades, assessment grades, assignment information for each class a child has, progress reports, diplomas status reports, college and high school readiness reports and anecdotes for each individual student in our school, parents and school staff can also email using this system
- the translation of letters sent home by our bi-lingual school aide (Spanish) and bi-lingual guidance counselors/parent coordinator (Polish, Russian, Italian, Spanish), and via the articulated availability to outsource for interpretation services
- translated Open House Flyers and application available online via our webpage in several of the major languages using DOE translation services
- translated documents distributed and sent home and posted on website
- posted links to free web-based translation services of any document posted on our website

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

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

## **Part B: Strategies and Activities**

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

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

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

Oral translation is done in-house primarily by our parent coordinator, school aide/translation specialist, Spanish Teachers as well as bi-lingual counselors. As needed at PA Meetings and other events, we can pay in-house oral translators to work on hand and we make known via postings the available DOE Translation Unit's availability during Parent Teacher Conferences. During last school year a student translation team was created to assist at night events to translate to parents in languages our staff does not speak. This is yet another way to improve communication with all of our parents and guardians.

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

Marta Moskal is one of our parent coordinators, as well as our language access coordinator. Her role is to coordinate any needed documentation to be sent in for translating and or arrange for translation and interpretation services for over the phone or in person meetings. She will track the languages our staff speaks from year to year as well as the languages spoekn at home by our students' parents.

Per session is also utilized for translation services at parent involvement events, as well as to translate documents, such as Open House Flyers, Applications, Calendars, and Parent Handbooks. We can also secure funds to secure staff to attend PA meetings and other additional school events who speak several languages. This was decided as a need through the use of ATS data analysis, student interviews, home language surveys upon enrollment and student applications to our school.