



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name:** ACADEMY FOR SCHOLARSHIP AND ENTREPRENEURSHIP  
**DBN (i.e. 01M001):** 11 X 270  
**Principal:** ZENOBIA WHITE  
**Principal Email:** [ZWHITE2@SCHOOS.NYC.GOV](mailto:ZWHITE2@SCHOOS.NYC.GOV)  
**Superintendent:** MS. CARRON STAPLE  
**Network Leader:** MR. LAWRENCE PENDERGAST

### 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
Zenobia White Dawn Harris	*Principal or Designee	
Arlene Whiteman	*UFT Chapter Leader or Designee	
Laurine Berry Sheri Powell	*PA/PTA President or Designated Co-President	
Shirley Hawkins	DC 37 Representative, if applicable	
Harry Matos Philicea Ewart	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Gilberto Agosto	CBO Representative, if applicable	
Shirley Hawkins	Member/ Attendance Coordinator	
Julieta Arroyo	Member/ Julieta Arroyo	
Janet Sanchez	Member/ Parent	
Milagros Santana	Member/ Parent	
Chandedai Ramroop	Member/ Parent	
	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.

# School Comprehensive Education Plan (SCEP) Requirements

## Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP 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).

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other

sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 13 of the SCEP.

## SCEP Checklist

### **All Schools**

Indicate that a section has been completed by marking an "X" in the box to the left of each section	
<b>X</b>	<b>School Leadership Team Signature Page</b>
<b>X</b>	<b>The SCEP Overview</b>
<b>X</b>	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	1. A major recommendation with HEDI rating
	2. Statement Of Practice (SOP) selected aligned to the goal
	3. A goal aligned to the major recommendation
	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
	5. Budget & Resource Alignment section (indicating all funding sources)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

### School Information Sheet for 11X270

School Configuration (2013-14)					
Grade Configuration	08,09,10,11,12	Total Enrollment	437	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	2	# SETSS	22	# Integrated Collaborative Teaching	44
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	15	# Drama	N/A
# Foreign Language	11	# Dance	N/A	# CTE	1
School Composition (2012-13)					
% Title I Population	63.8%	% Attendance Rate		89.7%	
% Free Lunch	71.2%	% Reduced Lunch		5.1%	
% Limited English Proficient	6.4%	% Students with Disabilities		19.5%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.8%	% Black or African American		65.2%	
% Hispanic or Latino	30.1%	% Asian or Native Hawaiian/Pacific Islander		2.3%	
% White	1.3%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	7.34	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		3	
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification		4.9%	
% Teaching with Fewer Than 3 Years of Experience	29.0%	Average Teacher Absences		6.5	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	11.6%	Mathematics Performance at levels 3 & 4		4.3%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		36.2%	
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	48.0%	Mathematics Performance at levels 3 & 4		43.9%	
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		74.1%	
6 Year Graduation Rate	65.5%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District		X	
Priority School					

### Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

### Accountability Status – High Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	Yes			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP							
<b>Describe the strengths of your school's 12-13 SCEP.</b>							
<ul style="list-style-type: none"> <li>Increased 4 year graduation rate by 5%.</li> <li>Increased School Environmental Survey overall score from a "D" to a "B"</li> <li>Increased ELA College Readiness students regents score by 20%</li> </ul>							
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>							
<ul style="list-style-type: none"> <li>Percentage of students passing advanced courses, meeting English and Math standard and enrolling in secondary schools.</li> <li>Developing curriculum so that formative and summative assessments are aligned to CCLS.</li> <li>Refine pedagogy so that articulated belief around how students learn best are reflected consistently school wide.</li> <li>Refine observations and feedback process to ensure alignment to both school and individual teacher goals.</li> </ul>							
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>							
<ul style="list-style-type: none"> <li>Limited number of students prepared to take advance placement courses.</li> <li>Limited time available for teachers to effectively develop curriculum/assessment.</li> <li>Planning focused on whole school strategies.</li> <li>Delayed implementation of the Danielson framework. No instructional AP Spring Semester 2013.</li> </ul>							
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>							
The school 2013 SCEP successfully implemented 5 of 5 targets:							
<ul style="list-style-type: none"> <li>Observations feedback cycle was implemented completely</li> <li>All teachers developed and implemented at least two CCLS aligned units.</li> <li>Increased passing rate in ELA Regents.</li> <li>Increased Special need student's graduation rate.</li> <li>Increased in overall credit accumulation</li> </ul>							
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>				X	Yes		No
<b>If all the goals were not accomplished, provide an explanation.</b>							
Teacher Weekly, Faculty Meeting sand, Danielson P.D.'s, daily announcement, staff consultation meetings							
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>				X	Yes		No

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP				
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>				
<ul style="list-style-type: none"> <li>Limited number of students prepared to take advance placement courses.</li> <li>Limited time available for teachers to effectively develop curriculum/assessment.</li> </ul>				
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>				
<ol style="list-style-type: none"> <li>1. Ninth grade bottom 1/3 passing rate increased by 5%.</li> <li>2. ELA passing rate increased by 3%</li> <li>3. At risk students passing rate increased by 3%.</li> </ol>				
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>				
Teacher Weekly, Faculty Meeting sand, Danielson P.D.'s, daily announcement, staff consultation meetings				
<b>Describe your theory of action at the core of your school's SCEP.</b>				
Improve instructional practices, rigorous discussion and questioning techniques, writing across the curriculum, results in increase credit accumulation, regent pass rate and college readiness.				
<b>Describe the strategy for executing your theory of action in your school's SCEP.</b>				
Implementation of all initiatives across all subject areas.				
<b>List the key elements and other unique characteristics of your school's SCEP.</b>				
Writing argumentative essays across all subject areas.				

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

Budget and staffing capacity is sufficiently aligned with our goals.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
Continue to refine the observation and feedback process so that teachers receive high-quality feedback that is in alignment with both school and individual teacher goals and analyze the results to improve instructional practices (4.1)							
<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Proficient

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
<b>2.2 School leader's vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>	
<b>2.4 School leader's use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>	

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
The use of evidence based systems to improve teacher practice during the 2013-2014 SY will result in an increased 11 <sup>th</sup> Grade credit accumulation from 55% to 65%

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
<ul style="list-style-type: none"> <li>▪ <b>Strategies/activities that encompass the needs of identified subgroups</b></li> </ul>
<ol style="list-style-type: none"> <li>1. Expand our use of the on-line observation tool Beachscape to improve teaching practice and impact student progress. Teachscape will be used for peer walk-throughs, report analysis, and school-wide/individual feedback and professional development.</li> <li>2. Provide PM school for additional credit accumulation opportunities and Saturday/afterschool tutorial for homework help and regents prep.</li> </ol>
<ul style="list-style-type: none"> <li>▪ <b>Key personnel and other resources used to implement each strategy/activity</b></li> </ul>
<ol style="list-style-type: none"> <li>1. Subject certified teachers and one AP or Principal</li> </ol>
<ul style="list-style-type: none"> <li>▪ <b>Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b></li> </ul>
<ol style="list-style-type: none"> <li>6. Improved teacher practice will increase student engagement and impact student learning and achievement</li> <li>7. Increased passing rate on the fall and spring semester and scholarship reports.</li> <li>8. Purchase academic supplies, textbooks to help organize the students for effort based learning.</li> <li>9. Purchase rewards for students that meet their targeted goals.</li> </ol>
<ul style="list-style-type: none"> <li>▪ <b>Timeline for implementation and completion including start and end dates</b></li> </ul>
<ol style="list-style-type: none"> <li>1. Monthly walkthroughs, October thru May;</li> <li>2. PM school for credit accumulation: October- June</li> <li>3. Afterschool and Saturday tutorial work October thru June 2014</li> </ol>
<ul style="list-style-type: none"> <li>▪ <b>Describe programmatic details and resources that will be used to support each instructional strategy/activity</b></li> </ul>
<ol style="list-style-type: none"> <li>1. Class coverage's for teachers to participate in the walkthroughs</li> <li>2. After school training on Beachscape for teachers – 30 teachers, 3 sessions, 2 hours per session Afterschool PDs with the instructional focus as informed by data from peer walkthroughs – 30 teachers, 6 sessions, 2 hours per session</li> <li>3. PM school – 20 weeks, 80 days, 240 hours, 4 teachers Saturday Academy - teachers, #sessions, # hours per session</li> </ol>

### **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>PF Set Aside</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>	
List any additional fund sources your school is using to support the instructional goal below.							
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>		
<b>x</b>	<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>		

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Across classrooms, the majority of questions embedded in instruction were on a low cognitive challenge. As a result, there are limited opportunities for students to think critically over the course of a lesson furthering their preparation for college and career.

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	Developing
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**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>3.2 Enact curriculum</b>	<b>X</b>	<b>3.3 Units and lesson plans</b>
	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

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

By June 2014, the Grade 9 passing rate of the school's lowest third will increase by 5%.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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****Instructional strategies/activities**

1. The school offers after school and during school PDs on differentiation, depth of knowledge, rigorous curriculum and effective questioning techniques. Lead Teachers will attend Network PD on these pedagogy standards and turnkey and monitor the successful integration of such with lessons/unit plans
2. The administration ensures teacher collaborations within and across grades to enable students to have access to a robust curriculum. Teacher teams will meet during the day and afterschool to review assessments, student work products and success rates for challenged students. Observation cycles will monitor the consistent implementation of these standards.
3. Inter-visitation within the school and externally will be established to support pedagogy.
4. Department teachers collaboratively design formative and summative assessments that mirror standardize test and measure successful results.

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

1. Lead Teachers, teachers, Assistant Principal or Principal and Network experts.
2. Purchase Academic Software for struggling readers and writers (Achieve 3000) to be used during selected subject classes, advisory and afterschool...

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

1. Improved teacher practice will result in increased student engagement leading to higher pass rates.
2. Monitoring of increases in completed homework/labs/projects/papers will be done and shared within subject team meetings and cohort meetings to measure success of differentiation and engagement in student's academic commitment.
3. Peer Inter-visitations with a focus on the targeted PD skills will strengthen instruction that impacts student progress.
4. June 2013/August 2013 Scholarship Report results will reflect an increase in student credit accumulation of prior years.

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

1. November 2013 – June 2014

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

1. Afterschool/ Saturday PD – 60 sessions, 200 hours, 4 teachers  
Lead teachers' PD planning sessions - 4 sessions, 40 hours, 5 teachers
2. Teacher team meetings after school - 12 sessions, 24 hours - 5 teachers
3. Coverage's for teachers to participate in intervisitations - 5 teachers, 25 hours

4. General and academic supplies, content based text books, Academic software.

**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>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>				
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>				
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>				

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Continue to refine pedagogy so that the articulate beliefs around how students learn best are reflected in the materials and activities at the core of student instruction, enabling students to consistently produce standards-meeting work (1.2).

<b>Review Type:</b>	DQR	<b>Year:</b>	2012-2013	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	Developing
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>4.2 Instructional practices and strategies</b>	<b>X</b>	<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>		<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

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

Teachers will provide CCLS aligned instruction that leads to multiple points of access for all students that result in increased ELA/June regents passing rate from 57% to 60%.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. After school subject teams will collaborate on focused ELA Regents analysis to identify trends in skills gaps. Teams will examine Regents result for SPED and ELL students to determine appropriate scaffolding strategies. Teams will continue to align curriculum to the CCLS so that instruction leads to multiple points of access for all students
2. Lead teachers will facilitate subject specific meetings/PD which entails developing rigorous writing performance task in all subjects that focus on developing argumentative essays. . .
3. Intervention will include additional time offered during after school, Saturday school and advisory for struggling readers and writers. Academic software like Achieve 3000 will be used to increase the reading comprehension of those struggling readers and writers. .
4. Staff PD will be provided after school for all Teachers in the effective use of Achieve 3000

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

1. Subject Team members, lead teachers and assistant principal, school aides

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

1. Teacher teams will revise current ELA and math curricula to imbed instructional supports for ELLs and SWDs that will result in accelerated student acquisition of language and content.
2. Lead Teachers will turnkey this PD to all staff members to ensure teachers will use student data to differentiate instruction for all students, with a focus on ELLs and SWDs )

3. School leaders will provide Focus PD on data retrieval, analysis and application to inform pedagogy and increase student ELA regents pass rate.
  4. Analysis of January, June and August ELA Regents results
- D. Timeline for implementation and completion including start and end dates**
1. January 2014 – June 2014
  2. Lead teacher and ELL teacher collaborations to plan for monthly staff PDs that include ELL and SWD strategies. January – March 2014
  3. Monthly preparation for focus PD
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Per session for teachers in subject teams, Assistant Principal for supervision and school aides for support. January 2014 – June 2014
  2. Per session for teachers planning January – March 2014
  3. Teachers, APs, per session
  4. Achieve 3000, teachers per session

**Budget and Resource Alignment**

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

PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	Grants

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

LES students' responses  
 At my school most adults treat all students with respect. 5.1  
 Most students at my school treat each other with respect. 4.5

<b>Review Type:</b>	LES	<b>Year:</b>	2012-2013	<b>Page Number:</b>	1	<b>HEDI Rating:</b>	NA
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>5.2 Systems and partnerships</b>	<b>x</b>	<b>5.3 Vision for social and emotional developmental health</b>
	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

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

By June 2014, the at risk students' course pass rate will increase by 5%

**Instructional Strategies/Activities**

- Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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. Outside consultants will provide P.D. for teachers and students on Effort Based Learning and Character Development.
  2. Students will be exposed to various afterschool enrichment activities that will used as an incentive to stay focused during the academic classes.
  3. Full implementation and Positive Behavior Intervention Systems (PBIS) with expanded incentives: regular school dances, cultural trips and other social activities.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Consultants, Teachers and Assistant principal, guidance counselor, parent coordinator/translators
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Students will be surveyed on specific respect sections of the environmental survey in February of 2014 to determine progress toward our goal.
  - Attendance rates will increase by 3%
  - OORs reports will indicate a decrease in incidence rates
- D. Timeline for implementation and completion including start and end dates**
- 1-3 November 2013 – June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Consultant – 3,500 per series.
  - Provide after school Staff Retreat / PD on Effort Base Learning and Character Development. 2 sessions, 30 teachers, 3 hours per session
  - Incentives: Gift cards for reaching midyear milestone and out of state day trip for end of the year goals Bus and admission \$5000.00

**Budget and Resource Alignment**

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

<b>PF Set Aside</b>	<b>x</b>	<b>Tax Levy</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>Title III</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

<b>PF AIS</b>	<b>PF CTE</b>	<b>PF College &amp; Career Readiness</b>	<b>PF Common Core</b>
<b>PF ELT</b>	<b>PF Inquiry Teams</b>	<b>PF NYS Standards and Assessments</b>	<b>PF Parent Engagement</b>
<b>PF Positive Behavioral Management Programs</b>	<b>PF RTI</b>	<b>PF Supporting Great Teachers &amp; Leaders</b>	

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Teachers and school leaders in my school use information from parents to improve instructional practices and meet students learning needs.

<b>Review Type:</b>	LES	<b>Year:</b>	2012-2013	<b>Page Number:</b>	17	<b>HEDI Rating:</b>	NA
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>6.2 Welcoming environment</b>		<b>6.3 Reciprocal communication</b>
<b>6.4 Partnerships and responsibilities</b>	<b>X</b>	<b>6.5 Use of data and families</b>

**Annual Goal #5**

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

Increase parent involvement and engagement for students entitled to AIS resulting in an increase of Grade 10 students' course passing rate by 2%.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

- Parent survey will be distributed February 2014 to determine how we could better support them in their child's development. Programs will be offered based on the survey results.
- May 2014 a full simulation of mock state testing or other final assessments will be administered, tallied and evaluated to measure intervention success.
- By mid-May, a targeted population and targeted skill set will be determined to inform all teachers of areas of challenge that will inform their pedagogy and allow them to share with parent's strategies that they can use to support students as they approach final assessments.

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

- Teachers, Administrators and Consultants.

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

- February 2014
- May 2014 a full simulation of mock state testing or other final assessments will be administered, tallied and evaluated to measure intervention success.

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

- 1. January 2013- June 2014
- 2. October 2013-May 2014
- 3. October 2013 -May 2014

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

- 1. Supplies for Parent meetings and engagement opportunities
- 2. Teachers per session
- 3. Teachers and supervisors' per session
- 4. Supplies: paper

***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>PF Set Aside</b>		<b>Tax Levy</b>		<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>x</b>	<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

SINI Grant

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>x</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>x</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

### 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>	RCT and Regents Prep Classes, Web-based tutorial programs, interactive writing and reading program	Small Group and one-on-one tutorial	During School, After School and Saturday
<b>Mathematics</b>	RCT and Regents Prep Classes, Web-based tutorial programs	Small Group and one-on-one tutorial	During School, After School and Saturday
<b>Science</b>	RCT and Regents Prep Classes, Web-based tutorial programs, STEM enrichment program	Small Group and one-on-one tutorial	During School, After School and Saturday
<b>Social Studies</b>	RCT and Regents Prep Classes, Web-based tutorial programs	Small Group and one-on-one tutorial	During School, After School and Saturday
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Advisory classes, leadership classes for girls, lunch time career, academic and college counseling	Small Group and one-on-one tutorial	During School, After School and Saturday

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

2. All elements of the *All Title I Schools* section must be completed\*.
3. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
4. 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>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</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.

In addition to the taking advantage of the pre-screened candidates offered centrally by the NYCDOE we also participate in recruitment fairs offered by local colleges/universities and our partnering organization the College Board to also screen teachers to ensure that they exceed the state eligibility requirements. We work closely with our HR director at the network.

**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).

In an effort to retaining HQT, we assign all new teachers mentors and provide additional opportunities for professional development based on their needs. Content Specific Support and Professional Development are also offered to teachers by the NYCDOE and the network. Department teacher teams meet daily and serve as an additional layer of support. Lead general education and special education teachers meet weekly to conduct data analysis and prepare professional development activities based on the analysis. They also serve as grade and content facilitators for our curriculum and inquiry teams. The Administrative staff conducts regular informal and formal observations and feedback sessions. Goal setting meeting are also held at least three times per year and additional individualized support is given based on these meetings. Well established, highly recommended consultants and coaches are also provided to ensure that teachers are kept abreast of the researched based instructional strategies and activities. Within the structure of the school is an advancement pathway for teachers to take leadership roles and participate in the administrative and instructional direction of the community, as well as to take part in opportunities professionally to become lead teachers, data and PD experts and/or intern as administrators.

**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.).

All funds are implemented in accordance with the School Allocation Memo (SAM) and in consultation with our network budget director.

**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.

The school's Measure of Student Learning (MOSL ) committee was established to work closely with the administration on the selection of appropriate multiple assessment measures. Professional development opportunities are provided by administrators with Lead Evaluator Certification, lead teachers and coaches as well as the NYCDOE and our network.

**TA Schools Only**

**Use of Program Resources**

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

***TA Coordination with the Regular Program***

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

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

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

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

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**11X270 Parent Involvement Policy (PIP) Template**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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



**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>11</b>	Borough <b>Bronx</b>	School Number <b>270</b>
School Name <b>Acad. for Scholarship &amp; Entrepreneurship</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>Zenobia White</b>	Assistant Principal <b>Dawn Harris &amp; Rufina Belthrop</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Ramah Mamah</b>	Guidance Counselor <b>D. Salmon &amp; S. Kingsberry</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rose White</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</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>439</b>	Total number of ELLs	<b>33</b>	ELLs as share of total student population (%)	<b>7.52%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	9
SIFE	9	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	9

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	13	6	0	11	3	3	9	0	5	33
Total	13	6	0	11	3	3	9	0	5	33

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

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

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish									7	8	8	5		28
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1				1
Haitian														0
French											1	1		2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1	1			2
<b>TOTAL</b>	0	0	0	0	0	0	0	0	7	10	10	6	0	33

## 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)									1	5	1	2		9

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)									4	2	1	1		8
Advanced (A)									2	3	8	3		13
Total	0	0	0	0	0	0	0	0	7	10	10	3	0	30

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

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

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

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

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

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

**After reviewing and analyzing the assessment data, answer the following:**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools used to assess the literacy levels of the ELLs are the LAB-R, NYSESLAT and the work completed in their ESL and content area classes.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The insights provided by this data shows that the vast majority of students do better in the speaking and listening modalities than the reading and writing modalities. This data informs the school's instructional plan by having ESL classes concentrate heavily on improving literacy while still placing emphasis on listening and speaking proficiency. The data pattern across proficiency levels is that students do much better in the listening and speaking modalities than the reading and writing modalities. This is true of all grades and ability levels. This effects instructional decisions because the self-contained ESL classes concentrate much more heavily on reading and writing than listening and speaking. This means a greater emphasis on Cognitive Academic Language Proficiency over Basic Interpersonal Communication Skills.

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 [AMAQ tool](#))

As of today the RNMR has nat been available

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The pattern across proficiencies and grades show that students are better able to communicate verbally than using the written word.

As for how students fare in exams in English versus native language there is no data available since no student chose to take any state exam in the native language. Anecdotally, most students who have been instructed in content area English prefer to also take exam for that subject in English, with native language support.

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

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

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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?

Paste response to question here:

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

Paste response to questions here:

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

The success of the ESL program is determined by several factors. One determiner of success is student gaining proficiency and fluency in English, which in turn helps their academic pursuits in content areas classes. Another is successfully passing state exams such as the middle school content area exams and Regents Exam. A final arbiter of success is gaining full proficiency and testing out of ESL via the NYSELAST.

## 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](#).)
  - 1) Parent complete HLIS, administered by the ESL teacher and trained staff. The ESL Teacher is Ms. Mama. Parent coordinator MS. Rose White offers translation services in Spanish during the ELL Identification Process.
  - If parents indicate a language other than English, ESL coordinator/ trained pedagogues conducts an informal interview
  - Administer LAB-R, Spanish LAB by trained pedagogue Ramah Mamah
  - Hand score student answer document
  - ESL coordinator and trained staff conduct the parent orientation during which the DVD describing the three programs offered by the NYCDOE are shown. (Transitional Bilingual, Dual Language, ESL). This is ongoing to ensure student placement within 10 days of enrollment.
  - Parents then complete the language survey and the Parent Program Selection form
  - If parents select TBE, their names will be added to a list of parents requesting TBE. When the list have 15 students in two contiguous grades for middle school or 20 students in any single grade 9-12, all speaking the same native language, the school will create a bilingual program and will contact the parents as per CR Part 154.
  - Based on the parent Program Selection Form and the student hand scored LAB-results, the student is appropriately placed within 10 days of enrollment
  - Entitlement letter and placement letters are sent to the parent.
  - All communication, forms letters are presented in English as well as the student's home language
  - Each student is evaluated annually by the NYSELAT exam each May. This exam tests student's ability to read, speak, write, and listen in English. The NYSELAT test score determines student placement as Beginner, Intermediate, Advanced or Proficient for the next academic year.
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.

In order to educate parents on the variety of second language acquisition programs offered by the NYC Public Schools, the parent coordinator and ESL teacher/ coordinator schedule an informational outreach meeting near the beginning of the school year. Parental attendance is requested by sending multiple mailings and making automated phone calls to the ELL student homes in both English and their native language. At this meeting, the parents are shown a DVD that outlines the differences between ESL, Transitional Bilingual and Dual Language Programs. In addition to distributing the ELL Brochure in the parents preferred language, interpreters are on hand to ensure that all parents fully understand the choices available. Also at this meeting, parents are given a survey to gauge how well they've been presented the applicable information and also a form that allows them to choose the program that best fits their child's needs.
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 [\[see tool kit\]](#).)

ASE ensures that the appropriate program selection forms are returned promptly by giving them to parents at the ELL Parents Night and having parents complete them on-site. Any parents who do not attend the Parent's Night are mailed the selection form along side a letter stressing the extreme importance in determining their child's second language instruction. Copies of the form are also distributed during the bi-annual Open School Night and Afternoon. If the form is again not returned within a reasonable time frame (about two weeks), the parent is phoned and asked to come into the school and fill out the form in person. Forms are also distributed in class for student to take home, have their parents sign and return.
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.

The criteria used to place identified ELL's into bilingual or ESL programs are based on the wishes of the parent and the student's LAB-R score. Several letters home (in English and the student's native language), multiple phone calls and in-person contact at the school stress the importance of each parent filling out the program selection form after reflection upon the various options and what they believe is best for their child's acquisition of English. If the Parent Program Selection form is not returned, the default program will be TBE.

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.  
Paste response to question here:
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. ⓘ  
In general, the parent's choice of ESL has remained in place as the trend at ASE due to the relatively few number of ELLs and their wide range across grade levels 8-12, a bilingual program with these demographics will be created when the required number of students and parents requesting TBE is reached, as per CR Part 154. Because nearly all parents have chosen to have their child remain in the ESL instructional model offered by ASE, parent request about their children's second language acquisition have been honored. For the last 5 years, no parent has wished their child to be taken out of the school's ESL program and put into bilingual or dual language program.

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?  
 The organization of staff ensures that the mandated instructional minutes are met. The one ESL teacher teaches all ESL students. To provide all mandated minutes, the ESL teacher uses her Circular Six as a class and also teaches a full class during the contractually obligated UFT tutoring period.

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

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

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

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.  
 The instructional approach and methods of the ESL program strive to make content comprehensible to ELLs and enrich their language development. Sound ESL methodologies are employed along with Waste's QTEL (Quality Teaching for English Learners) strategies along with the KLT program's assessment standards. On day-to-day basis, this means assessing student achievement and then using the strategies and materials to teach within their zone of proximal development. The intermediate groups use the same College Board SpringBoard curriculum as every other student but it is modified slightly by the instructor to be more ELL friendly. Additionally, the literature component of ESL curriculum centers around carefully selected adapted novels on several literacy levels. These novels are written from beginner through intermediate and up to advanced levels. Though they are shorter and contain less complex vocabulary than their un-adapted counterparts, they provide the same basic content and provoke the same ideas and discussions as the original text while availing themselves of the English literacy ability of an ELL student. The ESL teacher collaborates with content area teachers weekly to monitor ELL progress and share effective ESL strategies. Last but not least the ESL instructor is using Achieve 3000 and Ed Helper to further make content comprehensible.

The language, instructional approaches and methods used to make content comprehensible and enrich language development seek to maintain academic rigor and higher order thinking while making content understandable to students with limited English skills. Explicit vocabulary teaching, visuals, graphic organizers and consolation with content area teachers ensure that ELLs keep pace with their native English-speaking classmates. Native language support is offered to ELL in ESL and in all content area classes.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
 Students are appropriately evaluated in their native languages because they have the opportunity to take the New York State exams either English or their home language. ELLs are permitted to respond to classroom task and content exams in English as well as in their native language. The Spanish LAB is administered for the Spanish speakers who score below the LAB-R English proficiency cut score. Additional services are available to parents through the Department of Education's Transplantation and

Interpretation Unit.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here:
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).

When it comes to specialized instruction for SIFEs newcomers and long-term ELLs, each student’s needs are addressed on a case-by-case basis. Because of ASE’s relatively few ELLs and single instructor, there isn’t the ability to program specialty classes for these groups. Instead, the benefit of extremely small class sizes allows individual feedback and differential instruction from teacher to student. While each class works collectively on similar assignments, the teacher can successfully differentiate nuances from teacher to student. While each class works collectively on similar assignments, the teacher can successfully differentiated the nuances of each student’s particular situation. In particular, long term ELLs are serviced with better knowledge of their linguistic strengths and weakness and with instruction tailored to their content area classes.

- a. SIFE- differentiated instruction per IEP
- b. Newcomers- individual feedback, buddy system for native language support (if possible)
- c. 4-6 Year ELLs differentiation through instructor’s personal knowledge of student strengths and weaknesses based on multiple years experience with the same learners
- d. Long-Term ELLs-differentiation based on student data and instructors prior knowledge of student from years past

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?

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

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?

As a Phase 1 school, ASE is committed to ensuring that each special needs student is successfully accommodated in the least restrictive environment. This is accomplished through self-contained classes taught by Special Education certified staff where required along with cooperative Team Teaching and Special Education Teacher Support Services for those SWDs in the mainstream classroom.

**Courses Taught in Languages Other than English**

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

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

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

### 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


### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

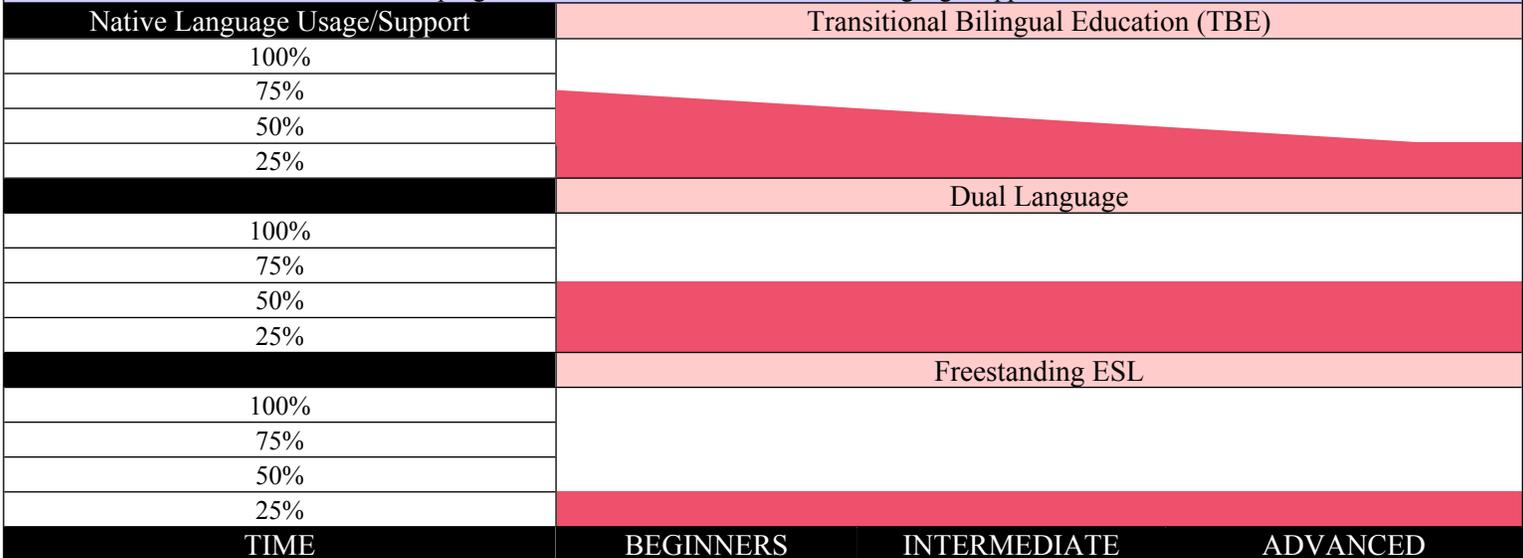
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



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.
- Targeted intervention programs for ELLs in their content area teachers in ESL methodology and after-school tutoring for ELLs. Other intervention include baseline and formative assessments of language proficiency followed by small group instruction that emphasizes student interaction and the specific math, ELA, social studies and science content of the course.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
- Improvements to the ESL program include the use of Hampton Brown's National Geographic Edge textbook, which is written on three-prominence level and designed specifically for ELLs. Another improvement is the use of Read 180 leveled libraries to encourage independent reading both home and class.
12. What programs/services for ELLs will be discontinued and why?
- No programs or service have been discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Every ELL is afforded equal access to all school programs athletics and enrichment. In addition to the mandated ESL program, ELL students are mainstreamed in their other subject area classes such as science, social studies, art, math, gym/health, foreign language and business. ESL students who also qualify for Special Education programs are given services according to their IEP. In addition, all middle school ELLs participate in the after school enrichment activities four times a week. After school services offered to ELLs include Title III after school tutoring for middle school, enrichment activities such as volleyball, art and crafts, sewing, technology, games, etc. All communication, notification, flyers to parents and ELL are provided in English as well as in the student's native language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The main instructional materials used are the College Board's Springboard ELA curriculum, PBS kids, Times for Kids, National Geographic's Edge textbook and Penguin Readers adapted to ESL novels. Supplementing these text are various audio/visual and research elements accessed through the iMac computer in the ESL classroom and miscellaneous other components.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language is supported in the ESL program through the library of native language texts and support from Spanish speaking faculty. English vocabulary is reinforced with definitions in the native languages. Bilingual glossaries are provided for all content area classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services and resources do indeed support the ELL ages and grade levels with the main split being between middle and high school. All support and services are monitored through grade team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness
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.
- At this time there is no program to assist newly enrolled ELLs before the beginning of the school year. During the first few weeks of school, the Parent Coordinator shows new ELLs around the building and various faculty members are available outside of class to answer any questions regarding adjustment for new students. Orientation for new ELLs are conducted in English and in the students home language.
18. What language electives are offered to ELLs?
- The language elective offered to ELLs is Spanish.
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...At this time ASE does not have a Dual Language Program.

### C. Professional Development and Support for School Staff

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

1. Ongoing professional development is a cornerstone of ASE ESL Department. The ESL instructor is current candidate for TESOL Master's Degree at City College of New York where she has acquired various ESL teaching strategies from Second Language Acquisition Course. She has also attended many PDs offered by the NYC DOE including but not limited Demystifying ELL Data, How to Differentiate Instruction for Middle School ELLs, KLT Assessment Protocols, PD for Language Allocation Policy. ESL Teacher conducts three intensive school wide development sessions for Assistant Principals, content area teachers, Special Education teachers, guidance counselors, administrative staff, support and the Parent Coordinator to strengthen their practice with the identification, placement and over all language and content need of ELLs. Additionally, during designated PD times the ESL teacher provides ongoing strategies and support for content teachers in guiding their lesson planning and assessments. These sessions exceed the required 7.5 hours minimum of ELL training. In addition, all schools staff is encouraged to attend training offered by the NYCDOE, Regional Special Education Technical Assistance Support Center, and CFN 603. Agenda, attendance and minutes are kept in the Professional Development Binder and maintained by the ESL coordinator.

2. The office of OELL's provides several professional developments through out the year for ESL teachers. Many of these professional developments are about making content accessible and compressive for ELLs and also making sure teachers lessons and instructions are Common Core Aligned. In addition to the DOE professional development the ESL instructor receives training through the Masters Program at City University of New York.

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

4. There is no specific minimum amount of staff training per year in the unique needs of ELLs. The ESL teacher does offer PD sessions a year on the specific needs and skills sets required of ESL students. The training far exceeds the 7.5 hours of ELL training. During these sessions every faculty member is present and learns best practices on how to make their classes more ESL friendly. Documentation (agenda, attendance, workshop certificates) of ELL PD is maintained in the PD binder by the ESL coordinator.

## 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?
  - 1) Parents are involved in the school through Parent-Teacher Association, School Leadership Team and various programs under the auspices of the Parent Coordinator. Parents have the opportunity to be actively involved in the decision-making processes that run the school and advocate for their vision of successful education. The parents of ELLs have the same opportunity to get involved as other parents. All ELL parents are provided with bilingual materials and translation services. Parent outreach is also made by school counselors, individual teachers and administrators. Parent contact is initiated via phone calls, bimonthly progress reports, parent-teacher conferences and afterschool parent meetings. Parents are also encouraged to participate in courses offered by the Children's Aid Society. Translation services are provided by school staff, parent coordinator, and the translation Interpretation Unit, as necessary.
  - 2) The school is partnered with the Children's Aid Society, which provides many services and workshops to all parents, not just the parents of ELLs. Example includes nutrition, healthcare services and mediation of conflicts. All communications and distributed material are provided in English and in the parents preferred language.
  - 3) In conjunction with the Parent Coordinator, the needs of the parents are evaluated through in person contact or the annual surveys translated to the student's home language, and distributed by a letter home.
  - 4) Parental involvement activities address the needs of parents by addressing any specific issues they have with their child's second language acquisition and also allowing them to choose the type of program they want their child in.

## 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.

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

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

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

**DBN:** \_\_\_\_\_ **School Name:**

**Cluster:** \_\_\_\_\_ **Network:**

**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.

The data used to assess ASE's written translation and oral interpretation needs is based on the Home Language Survey given to all students when they enter the NYC Public Schools. This document states any languages spoken in the student's home and thus provides an accurate census of the languages spoken by both students and their parents. The Home Language Survey also shows whether or not a child and his family speak English to a proficiency level high enough to understand school communications without translation.

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

The overwhelming majority of non-English proficient students and parents are Spanish speakers. There are also speakers of Arabic, French, Swahili and Twi but all of these students and parents also show proficiency in English and do not require translation or interpretation services for basic school communications. This information was informally reported to the school community (administration, support staff, parent coordinator) by the ESL teacher who keeps backup files of the Home Language Surveys.

## Part B: Strategies and Activities

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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.

The written translation services provided by ASE include Spanish language versions of nearly all school communications. Letters home to parents, report card comments and announcements of school activities are bilingual in English and Spanish. The parent coordinator who is fluent in both languages does these translations in-house. Because every communication is bilingual, there is no special process to determine which parent needs translation services. Again, when it comes to bilingual families who are not Spanish speaking, their grasp of English has proven sufficient to not warrant translation services at this time..

2. 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 interpretation services are provided on an as needed basis by in-house bilingual Spanish/English speakers including but not limited to the parent coordinator, several teachers and members of the secretarial staff. There are also staff members available to translate for Haitian Creole, Arabic, French and Twi should the need arise. (These same staff members are also willing and able to translate documents should the need arise.

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>.

ASE will fulfill Section VII of Chancellor's Regulations regarding parental notification of translation and interpretation services by handing out the Parents Bill of Rights and Responsibilities in their native language with each new student admitted and will provide this same document to all current ELL parents during the annual ELL parent meeting. Additionally, the main office contains a sign in the eight covered languages guiding any parents towards the translation/interpretation services available to them both at ASE and the Office of Translation and Interpretation. Finally, having a bilingual Spanish-speaking member of the secretarial staff ensures that the vast majority of non-English speaking parents are able to contact and communicate with the school's administration in their native language should the need arise.

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

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Academy for Scholarship & Entr	DBN: 11x270
Cluster Leader: <a href="#">Jose Ruiz</a>	Network Leader: <a href="#">Nora Tiao/Olga Glenn</a>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

### Part C: Professional Development

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

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

Begin description here:

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

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here:

Part D:

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

**Part E: Budget**

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

Allocation Amount: \$11200

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other	1000	Parent Involvement
<b>TOTAL</b>	11200	