



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: WOMEN'S ACADEMY OF EXCELLENCE

DBN (i.e. 01M001): 08X282

Principal: ARNETTE F. CROCKER

Principal Email: ACROCKE@SCHOOLS.NYC.GOV

Superintendent: CARRON STAPLES

Network Leader: GERARD BEIRNE

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
Arnette F. Crocker	*Principal or Designee	
Richard Steckmeister	*UFT Chapter Leader or Designee	
Leticia Quintana	*PA/PTA President or Designated Co-President	
Flavia Stewart	DC 37 Representative, if applicable	
Chinelle Hutchinson and Jacqueline Flores	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Richard Steckmeister	Member/ UFT/ Teacher	
	Member/ Teacher	
Andrew Feld	Member/ UFT alternate	
Marilyn Ambrose-Decosta	Member/ Teacher	
Leticia Quintana	Member/ Parent	
Ms. Veronica Brugman	Member/ Parent	
Bronte Phillips	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.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 To increase the overall credit accumulation by 10% of students in all grades by June 30, 2014.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 To focus on the annual progress students make towards meeting the state's graduation requirements by earning course credit in core subjects and passing state Regents exams.

Instructional Strategies/Activities

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

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

1. Utilize weekly inquiry-based department team meetings to analyze data to improve instruction and test performances.
2. Develop action plans for students that are not achieving academically and put a system in place to hold students accountable and improve academic performance.

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

1. Administration and Department Teams (including special education, physical education, arts, and Spanish teachers)
2. Administration and All Teachers

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

1. Every six weeks, teachers will give periodic assessment to students to be analyzed and evaluated for next steps. Teachers will utilize the assessment results to improve vocabulary and key terms, identify areas of instructional support, and develop systems and structures for a 10% academic improvement each marking period.
2. Teachers will update student progress on Datacation (online grading system and distribute progress reports. Also, teachers will submit periodic updates of students progress for students on academic probation while maintaining student files and call logs.

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

1. Weekly, beginning December 2013 and ending June 2014.
2. Student progress will be reviewed weekly, including distributing student progress reports every six weeks, being October and ending June 2014.

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

1. Inquiry-based meetings (core-content departments including all others teachers connected to state assessments) are held weekly, every sixth period during the school day.
2. Teacher will have grade team meetings twice a week, sixth period, during the school day, as well as an additional support period four times a week for the entire school year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Receive written strategies to support their child academically at home
 Encouraging more parents to utilize Datacation and ARIS to support and monitor their daughter's academic progress.
 Transcript Evaluations Meeting s for Parents
 Parent Association Meetings for Information and Updates

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

1. To have students demonstrate an improvement in literacy skills that will demonstrate proficiency in reading, writing, and speaking and listening in accordance with the New York State Standards and Common Core Learning standards that will produce a 7% increase in the English Regents exam in June 2014.

Comprehensive Needs Assessment

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

More than 70% of our students enter the school performing at level 1 and 2 in the ELA eighth grade standardized assessment. Since many of our students have low literacy levels, this is impacting their performance in content area classes. The English Regents weighted pass rate was below average when compared to our peer schools and the citywide range according to the 2012-2013 progress report.

Instructional Strategies/Activities

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

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

1. Utilizing close reading of complex texts, students will be able to analyze and synthesize the literary text they are reading. Writing process (brainstorming, drafting, revision and final draft), students will write exposition essay/entries that will prepare them for the English Regent and college
2. Develop action plans for students that are not achieving academically and put a system in place to hold students accountable and improve academic performance.

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

1. English Department will be using past English Regent Exams, classic and contemporary literature, teacher made assessments, teacher resource worksheets, and PowerPoint presentations. English Department will be using nonfiction texts to complement their contemporary and classic literature
2. Administration and Teaching Staff; Academic Probation Log, Tutoring and PM school

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

1. Every week, the English Department will meet for their inquiry-based meeting to analyze student data. Every six weeks, students will have a period assessment on different parts of the English Regent in preparation for a Mock Regent with an increment of 5% performance increase. .
2. Teachers will update student progress on Datacation (online grading system and distribute progress reports. Also, teachers will submit periodic updates of students progress for students on academic probation while maintaining student files and call logs

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

1. Monthly beginning in October 2013 and ending June 2014.
2. Monthly beginning in September 2013 and ending June 2014

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

1. Inquiry-based meetings (core-content departments including all others connected to state assessments) are held weekly, every six period during the school day.
2. Teachers will have grade team meetings twice a week, sixth period, during the school day, as well as an additional support period four times a week for the entire school year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

1. Involve parents in scholar's reading skill development through the use of daily reading logs which parents will sign.
2. Provide materials and training to help parents with their children to improve their achievement level (i.e. literacy, math, and use of technology)
3. Provide assistance to parents in understanding city, state, and federal standards and assessments.
4. Encouraging more parents to utilize Datacation and ARIS to support and monitor their daughter's academic progress.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

To increase the number of students passing the Global History Regents Examination by 5% in the 10th grade by June 30, 2014.

Comprehensive Needs Assessment

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

Based on the previous Global History Regents data, and the 2012-13 Progress Report, the students performed below city and state average.

Instructional Strategies/Activities

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

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

1. Utilize weekly inquiry-based department team meetings to analyze data to improve instruction and test performances
2. Develop action plans for students that are not achieving academically and put a system in place to hold students accountable and improve academic performance.

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

1. Social Studies Department Team (including special education)
2. Administration and Teaching Staff; Academic Probation Log, Tutoring and PM school

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

1. Every six weeks, teachers will give periodic assessment to students to be analyzed and evaluated for next steps. Teachers will utilize the assessment results to improve vocabulary and key terms, identify areas of instructional support, and develop systems and structures for a 10% increase in academic improvement each marking period.
2. Teachers will update student progress on Datacation (online grading system and distribute progress reports. Also, teachers will submit periodic updates of students progress for students on academic probation while maintaining student files and call logs.

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

1. Weekly, beginning October 2013 and ending June 2014;
2. Student progress will be reviewed weekly, including distributing student progress reports every six weeks, being October and ending June 2014

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

1. Social Studies Department Inquiry-based meetings are held weekly, every sixth period during the school day; School Wide Inquiry Meeting held Weekly afterschool; After School Support held 3x a week at per session rate;
2. Teacher will have grade team meetings twice a week, sixth period, during the school day, as well as an additional support period four times a week for the entire

school year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Receive written strategies to support their child academically at home
Encouraging more parents to utilize Datacation and ARIS to support and monitor their daughter's academic progress.
Parent Association Meetings for Information and Updates

Budget and Resource Alignment

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

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

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

Strategies/activities that encompass the needs of identified subgroups

1.

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

1.

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

1.

Timeline for implementation and completion including start and end dates

1.

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

6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- **Strategies/activities that encompass the needs of identified subgroups**
1.
- **Key personnel and other resources used to implement each strategy/activity**
1.
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
- **Timeline for implementation and completion including start and end dates**
1.
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Regents Preparation Academic Support Sessions PM School	Small Group Instruction Tutoring Large Group Instruction	Monday-Thursday 9 th Period Monday-Wednesday Afterschool
Mathematics	Regents Preparation Academic Support Sessions PM School	Small Group Instruction Tutoring Large Group Instruction	Monday-Thursday 9 th Period Monday-Wednesday Afterschool
Science	Regents Preparation Academic Support Sessions PM School	Small Group Instruction Tutoring Large Group Instruction	Monday-Thursday 9 th Period Monday-Wednesday Afterschool
Social Studies	Regents Preparation Academic Support Sessions PM School	Small Group Instruction Tutoring Large Group Instruction	Monday-Thursday 9 th Period Monday-Wednesday Afterschool
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated Counseling Parent Conferences College Planning Support	One-to-One	During School Day Wednesday Afternoon

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

2. All elements of the *All Title I Schools* section must be completed*.
2. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
3. 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.			
X	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

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.
Professional development based on teaching experience and qualifications Teacher-to-teacher mentoring Student/Teacher evaluation Learning Walks Peer observations and constructive peer feedback Provide teachers with resources/professional development in the areas that have been collaboratively identified as in need of improvement

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).
MOSL Professional Development Grade Team Leaders Professional Development Department Team Professional Development Common Core Professional Development ICT workshops Network Professional Development Curriculum Development Workshops Leadership and Development Workshops for Teachers Lead Teacher Professional Development Instructional Expectations Professional Development Student Empowerment Workshop Mentoring Workshop

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
\$100 per student is set aside and offered for student in Students in Temporary Housing for school supplies and/or uniform.

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.).
N/A

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.
Professional Development Survey SLT meetings School Leadership and UFT council meeting.

TA Schools Only

Use of Program Resources

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

N/A

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).

N/A

In developing the Women's Academy of Excellence Title 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 proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, the Women's Academy of Excellence 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 Education 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 to directly to schools to promote parent involvement, including family literacy and parent 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 Advisory Council. 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 for Family Engagement and Advocacy (OFEA);
- 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 Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings (e.g. quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's education 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; and conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student's academic skill needs and what parents can do to help.

The Women's Academy of Excellence (08x282) will further encourage school-level parent involvement by;

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- Supporting or hosting OFEA District Family Day events
- Establishing a Parent Resource Center 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; and providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

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

The Women's Academy of Excellence (08x282), *[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 families.

The Women's Academy of Excellence (08x282) staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

- Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:
- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences
- Implementing a curriculum aligned to State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by high 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;
- Conducting quarterly parent-teacher conferences of at risk students after the distribution of report cards during which the individual child's progress is discussed along with any interventions that may be necessary to aid the child attaining promotion to the next grade;
- Convening a Title I Parent Annual meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits 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 to 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;
- Providing parents with information regarding events up to the information to parents/guardians via school messenger telephone system;

- 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 interpretations services in order to communicate with limited English speaking parents effectively;

- 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. Open School Week);

Provide general support to parents by:

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

Parent/Guardian Responsibilities

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child is consistent in wearing the proper uniform and communicate with school officials if there is difficulty in obtaining the uniform;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and her age;
- Check and assist my child in completing homework tasks, when necessary;
- Encourage my child to read and discuss what my child is reading each day (for a minimum of 15 minutes/day);
- Set limits to the amount of time my child watches television, plays video game or is on the computer (unless it is for an assignment/project);
- Promote positive use of extracurricular time such as, extended day learning opportunities, Saturday academy classes, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school, on field trips, or assist from my home as time permits;
- Participate, as appropriate, in the decisions relation to my child's education.

I will also:

- Communicate with my child's teachers about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or
- State Education Department to learn more about teaching and learning strategies whenever possible; take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Advisory Councils. School or District Leadership Team; and share responsibility for the improved academic achievement of my child;

Student Responsibilities

- Attend school regularly, arrive on time and come to school with all required materials (e.g.notebook, pens, pencils, etc);
- Come to school every day in required school uniform at all times unless permission is given for a school-wide dress down day
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully; and
- Always try my best to learn
- This Parent Involvement Policy was updated on December 6, 2013

3.

**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 08	Borough Bronx	School Number 282
School Name Women's Academy of Excellence		

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 Dr. Arnette Crocker	Assistant Principal Mr. Eric Ford
Coach type here	Coach type here
ESL Teacher Ms. Tanya Stewart	Guidance Counselor Ms. Najah Taylor
Teacher/Subject Area Ms. Jamie Masterson/English	Parent Leticia Quintana
Teacher/Subject Area Ms. Brown/Special Ed English	Parent Coordinator Ms. Sonja Burns
Related Service Provider Ms. Susan Ramlal	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	397	Total number of ELLs	19	ELLs as share of total student population (%)	4.79%
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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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										5	3	2	1	11
Push-In										0	4	3	0	7
Total	0	0	0	0	0	0	0	0	0	5	7	5	1	18

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	7
SIFE	2	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	13

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0			0		0
Dual Language	0	0	0	0	0			0		0
ESL	3	1	0	3	1	0	13	1	7	19
Total	3	1	0	3	1	0	13	1	7	19

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
TOTAL	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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	2	5	2	15
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic											1		1	2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian											1			1
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	6	5	5	3	19

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			1

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)										3	2	1	0	6
Advanced (A)										4	1	4	1	10
Total	0	0	0	0	0	0	0	0	0	7	4	5	1	17

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	1		0	
Integrated Algebra	6		3	
Geometry	0			
Algebra 2/Trigonometry	0			
Math	0			
Biology	0			
Chemistry	0			
Earth Science	0			
Living Environment	6		4	
Physics	0			
Global History and Geography	4		0	
US History and Government	0			
Foreign Language	0			
Other	0			
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 school utilizes baseline readings, writing assessments, performance series assessments, and periodic assessments to assess students literacy skills. Teachers gather and analyze these assessments in grade and departmental meetings and use the data to promote reading comprehension strategies, fluency phonemic awareness and decoding strategies.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
NYSESLAT data shows approximately 8 of the ELL's are Advanced, 4 are Intermediate and 1 is Beginner.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Data patterns across proficiency levels indicates that students are progressing. Data also reveals that proficiency in speaking and listening is being achieved more quickly than reading and writing. Patterns across the NYSESLAT Modalities inform reading and writing instruction. There is an emphasis on the common core standards and providing students with the reading comprehension strategies and writing skills needed for college. Also, the school goal for the year is "literacy across the curriculum through reading, writing, and speaking." Therefore all instructional tasks must be aligned with this goal.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. Patterns across proficiencies show an increase in speaking and listening while there is a stagnation in reading and writing. Across three years students have remained at the same proficiency levels in reading and writing.
 - b. Teachers and school leadership use the data collected from ELL and ELA periodic assessments and acuity assessments in order to determine which specific reading comprehension, grammar, and vocabulary skills to target during instruction.
 - c. From the Periodic Assessments our school is learning that ELL students are progressing towards meeting the state standards.
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](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
ELL's are supported with bilingual dictionaries and bilingual glossaries.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
The success of ELL programs is based on testing proficient on the NYSESLAT as well as progress identified on other assessment including periodics and regent exams.

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](#).)
The identification process at The Women's Academy of Excellence involves collaboration between the ELL Coordinator, Parent Coordinator and bilingual counselor. ELL's and their parents or guardians new to our school are welcomed by the ELL Coordinator, Parent Coordinator and bilingual counselor. The Home Language Survey Program Selection Form, Parent Orientation Video Form and academic records of ELL's who are coming from a NYC public school are reviewed by the ELL Coordinator, Parent Coordinator and guidance counselors. The ATS biography screen is reviewed regardless of home language survey to ensure that there are no discrepancies in the home language identification and program selection. In addition, during the registration process, the exam history (RLAT) is reviewed by the ELL Coordinator to determine proper placement in Esl. CAP is used to determine if a student is in need of special education services. The student will be administered the LAB-R to determine Esl services within the first 10 days of the student's admission.
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.
A parent orientation is given by the parent coordinator, Ms. Burns prior to the start of the school year for all newly enrolled students. Part of the orientation is an explanation of all ELL programs and which programs are offered at the school. In the beginning of the school year information packets are sent home which also include program descriptions of ELL programs. Information regarding ELL programs is also shared at the monthly parent association meetings and during parent/teacher conferences.
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 [\[see tool kit\]](#).)
Once a student is determined to be eligible for ELL services, immediately, entitlement letters are generated and packaged for students to take home to their parents, as well as mailed home. Parents are also called within 24 hours and notified and invited for an orientation conference. During the conference parents are reminded of entitlement and how it was determined. Then they are given a full orientation which includes the parent video, a description of ELL programs and the programs offered at the school. They also receive the Parent survey and Program selection form which they fill out and return before the end of the orientation. The forms are also mailed home for parents who have not come in for the orientation. The parent coordinator will make calls to remind parents to return the forms to the school. Collected forms are stored in the students permanent files which are located in the main office.
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.
Once a student is identified as an ELL in our school an entitlement letter is mailed to the parents or guardians of the students who are continuing in Esl and to those who are new admittants. The ELL coordinator is responsible for monitoring the distribution and return of the program selection form. If the program selection form is not returned the default selection will be TBE. The ELL coordinator and parent coordinator will make follow-up phone calls.
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.
For the past 8 years Freestanding Esl has been the trend.
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. 
Program choices are in line with the available program at the school.

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])?
 - 1a. In grades 9-12 the school utilizes a push in and Freestanding Esl program models. The Esl teacher pushes into the students ELA (10th) and social studies(11th) classes 5 times a week and has Freestanding Esl for 9th, 10th, 11th and 12th graders 10 times per week. During Freestanding Esl targeted instruction is designed to promote language proficiency and acquisition of academic language. The majority of the ELL students are placed in a collaborative team teaching class to provide for enhanced support in their classes.
 - 1b. For the push-in model the majority of students are in blocked heterogenous ELA and Social Studies classes. For the Freestanding Esl class the students are ungraded and heterogenous.
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 ELL student's program is reviewed with the Esl teacher to schedule push-in and Freestanding classes according to the ELL student's proficiency levels. Beginning level students will receive 540 minutes of instruction per week. Intermediate level students will receive 360 minutes of instruction and advanced level students will receive 180 minutes of instruction per week. In addition all ELL's receive targeted instruction 4 times per week during the 37.5 minute program.
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.

Content area instruction is delivered in English with differentiated instruction to meet the needs of all levels of learners. Teachers have been trained in Sheltered Instruction Observation Protocol (SIOP). It is the expectation that all teachers use this model to inform instruction especially when engaging ELL's. Teachers also use other instructional strategies such as graphic organizers, visual aids, and relating content to students' lives.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Since we have a Freestanding Esl program, all assessments and evaluations are in English.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The mission of the school is literacy across the curriculum through reading, writing, and speaking therefore teachers incorporate the four modalities in their lesson plans across content areas. Periodic assessments are given every 6 weeks and reflect the four modalities.

6. How do you differentiate instruction for ELL subgroups?

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

- a. Students identified as SIFE are given extra academic support through 37.5 minute tutoring. Students also receive social and academic support from their guidance counselor. Also, EsL teacher support is provided.
- b. Students identified as newcomers are provided support by the EsL teacher and 37.5 minute tutoring.
- c. ELL's receiving services for 4-6 years are provided support from the EsL teacher specifically targeting those areas on periodic assessments and the NYSESLAT which identify need of improvement.
- d. Long-Term ELL's will be provided targeted assistance based on need identified on the NYSESLAT. The EsL teacher will push-in their classes to directly provide instruction needed to increase the skills needed for the NYSESLAT. Guidance support will also be scheduled for all long term ELL's.
- e. Former ELL's will be provided extra academic support through 37.5 minute tutoring.

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?

ELL's with special needs will have their needs addressed through required mandates on their IEP's or 504 accomodation plans. Also students will receive modified and scaffolded instruction to meet their needs.

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?

To enable ELL-SWD's to achieve their IEP goals, students are placed in ICT classes of which the EsL teacher pushes into.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

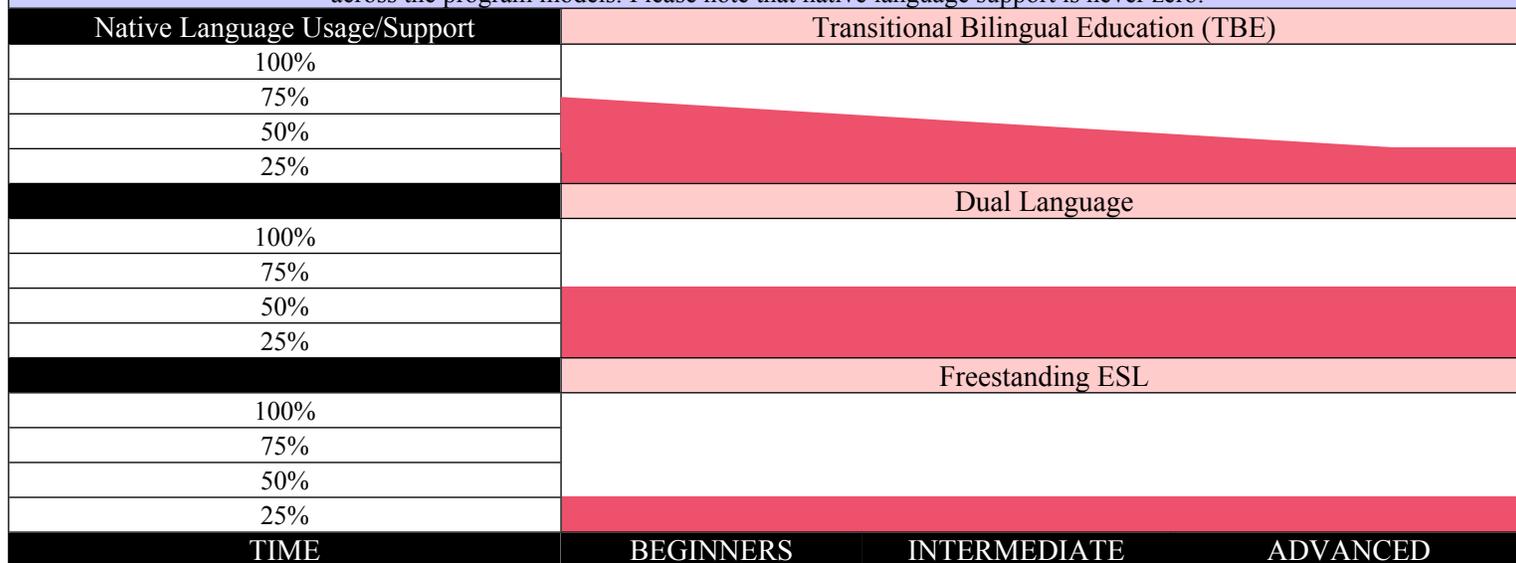
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Native Language Usage and Supports

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



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.
ELL's who score levels 1 or 2 in ELA or Math are mandated for Math and ELA tutoring during the 37.5 minute tutoring period. EsL support is provided in ELA through a push-in model.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is effective as it meets the needs of our ELL's in content and language development through providing differentiation in the classroom.
11. What new programs or improvements will be considered for the upcoming school year?
Program considerations for next year will include grouping ELL's for each grade level in the same classes.
12. What programs/services for ELLs will be discontinued and why?
Currently there are no programs or services that will be discontinued next year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELL's are notified of all school programs in the same manner of which the general population is notified. All after school programs are open to all students and may be recommended to those students who would benefit from the various programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Dictionaries, computers and textbooks have been ordered in the identified languages of the ELL population in our school. Also, Smart boards and lap tops are utilized.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Native language support is provided through books and resources in the ELL's native language.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All services, resources, and supports are delivered at appropriate age and grade levels
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.
Newly enrolled ELL's are invited to attend our school orientation over the summer where they are introduced to some school staff, given information about the school activities and programs.
18. What language electives are offered to ELLs?
Spanish is the language elective that is offered to ELL's.
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.
 1. All staff working with ELL's such as content area teachers and secretaries attend professional development to keep abreast in new trends in education, the new teacher grading system and common core learning standards.
 2. Various opportunities throughout the school year are offered to teachers of ELL's to attend PD which support the Common Core Learning Standards.
 3. In the beginning of the school year staff is provided with strategies regarding all incoming students which include ELL's. Any pertinent information regarding ELL's is articulated then.
 4. The 7.5 hours are met throughout the year in the weekly professional development meetings where ELL needs are addressed.

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. The success of our school depends on communicating with parents and they are invited to the Rose Ceremony for all incoming students. Parents are also invited to the ELL parent orientation and they are encouraged to complete the school learning environment survey. Teachers make phone calls home to inform parents of their child's progress. The translation and interpretation unit of the DOE will be used to translate information whenever needed. Parents are encouraged to participate in the School Leadership Team and Parent's Association.
 2. The school has many partnerships that support all scholars including ELL's. These organizations include: The Foundation For The Advancement of Women Now (FFAWN), Soft sheen Carson, and 100 Black Women.
 3. Parental needs are evaluated through comments, suggestions and concerns raised at parent meetings. Parental needs are also identified by the learning environment survey.
 4. Parental involvement activities address the needs of parents by providing information through literature and speakers about areas of concern.

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: **08x282** School Name: **Women's Academy of Excellence**

Cluster: _____ Network: **534**

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

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 school will first assess the needs of new students entering the school system by conducting the ELL identification process. This allows us to know the students native languages and inform us of what needs to be translated. For information on students who are not ELL's their home language can be found in ATS under biographical information.

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 school findings show that the majority of our scholars home language is English, however there is a significant percentage that require Spanish translation. There is a small percentage that require Urdu and Arabic translations. This information is articulated during staff PD's, grade meetings and department meetings when discussing the progress of our English Language Learners.

Part B: Strategies and Activities

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 school translates all documents that is disseminated to our students families. For oral translation staff members are identified who can provide intepretation services. The school makes sure a bilingual staff member is available for all school functions where parents will be attending. We counsult the school's calendar and the DOE's calendar to determine dates, programs and activities where written or translation is required.

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 intepretation will be provided on site by staff members identified who are bilingual. Usage of the DOE intepretation service will be provided to communicate with parents for those languages not spoken by staff members.

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>.

All required documentation and notification will be posted in the main office and information will be given to parents by the parent coordinator. Information gathered will determine what translation and interpretation services will be needed.