



**2014-15**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

DRAFT - PENDING SUPERINTENDENT APPROVAL

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

**School Name:** ACADEMY FOR SOFTWARE ENGINEERING

**Principal:** SEUNG YU

## Comprehensive Educational Plan Outline

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## Section 1: School Information Page

### School Information

School Level: HIGH SCHOOL School Number (DBN): 02M546  
Grades Served: 9 - 11  
School Type: PUBLIC (3RD YEAR)  
School Address: 40 IRVING PLACE, NY, NY 10003  
Phone Number: 212-253-3299 Fax: 212-253-3289  
Email Address: syu5@schools.nyc.gov  
School Contact Person: SEUNG YU  
Principal: SEUNG YU  
UFT Chapter Leader: ERIC ALLATTA  
Parents' Association President: BILL ROHLFING  
SLT Chairperson: YVONNE WILLIAMS  
Student Representative(s): MONA NASER

### District Information

District: MANHATTAN - 2 Superintendent: MARISOL BRADBURY  
Superintendent's Office Address: 333 7TH AVENUE, ROOM 711, NEW YORK, NY 10001  
Superintendent's Email Address: [Mbradbu@schools.nyc.gov](mailto:Mbradbu@schools.nyc.gov)  
Phone Number: 212-356-7563 Fax: 212-356-7514

### Cluster and Network Information

Cluster Number: 5 Cluster Leader: MALDONADO, DEBRA  
Network Number: N561 Network Leader: DEREK JONES

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

**Directions:**

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
SEUNG YU	*Principal or Designee	
ERIC ALLATTA	*UFT Chapter Leader or Designee	
BILL ROHLFING	*PA/PTA President or Designated Co-President	
MONA NASER	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
EVAN KAPODISTRIAS	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
MEREDITH TOWNE	Member/Teacher - UFT	
GAB GAYAGOY	Member/Teacher - UFT	
DANIELLE MOWERY	Member/Parent	
JEANNETTE SANCHEZ	Member/Parent	
JEANNETTE MCCLENNAN	Member/Parent	
	Member/	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
●	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
●	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
●	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
●	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
●	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
●	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in

school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

### **The Quality Review and the Capacity Framework**

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

#### **NYCDOE's Quality Review (QR)**

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

#### **Next Steps for CEP Development**

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Academy for Software Engineering (AFSE) is a new [Career and Technical Education](#) high school offering a computer science-focused curriculum using an interdisciplinary approach. We offer a rigorous college preparatory education through intentional instruction, invested teamwork, and personalized intervention. Our educational belief is that learning occurs best in a learner-focused, team-oriented, and learning-by-solving environment. Staff will facilitate an active teaching and learning approach in the classroom. AFSE staff will facilitate this approach by making students active participants in gathering information, making meaning, questioning, and problem-solving. Staff serve as professional role models who encourage intellectual risk-taking and who push student thinking by strategically providing the structures, scaffolds, and tools that encourage independent and collaborative discovery.

At AFSE we are committed to preparing every one of our students to become tomorrow's inquisitive problem-solvers, collaborative leaders, and innovative entrepreneurs. Combining rigorous academic coursework with hands-on experience in the computer science industry our diverse graduates will earn the credentials necessary to have competitive prospects for both college and careers. They will, in essence, create for themselves a personalized pathway to have an influential role in this world.

At AFSE we approach each student individually and holistically. By providing them with personalized supports and nurturing interactions from adults we are building the foundation for student independence and autonomy. Our young adults will take ownership of their lives by developing the academic, emotional, and social skills to become self-reliant and self-sufficient participants in this highly dynamic world. Ultimately, they will be prepared to make the multitude of personal decisions to determine their place and their role in the larger global community.

AFSE's focus on an individual's self-efficacy is consistent with our instructional philosophy. Inside the classrooms we follow an approach that emphasizes problem solving, which is rooted in having our students constantly process and use new information, adapt to changing environments, and work collegially with others to contemplate and resolve the issues they will confront in their daily lives. Teachers will facilitate the development of skills and content mastery by maximizing students' experiences and prior knowledge so they can grapple with complex, challenging problems. Our students will broaden their understanding of the world as it relates to them because they will be active participants in the teaching and learning process.

The educational process that occurs inside AFSE for our students will also extend outside of our school walls. Through the support of our impressive industry partners students will participate in job shadowing and internships to expose them to the various careers they will work towards. During these experiences students will engage in problem-based learning activities that will ultimately prepare them to work in the computer science industry. The learning experiences from both the classroom and the professional world will optimize the development of skills and content mastery for students.

Through intentional instruction, invested teamwork, and personalized intervention as demonstrated by all members of the AFSE community we will create the conditions that will cultivate a spirit to achieve coupled with the resiliency to overcome within our students. Every individual at AFSE will develop their voice to be *heard*, the visibility to be *seen*, and the value to feel *relevant* in order to actualize their latent talents within and beyond the school walls.

We have made tremendous growth in developing our work systems and our organizational structures so that we are building for sustainability and long term success. Our area of focus is to institutionalize these systems and structures while constantly making refinements in order to meet the needs of the school.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

AFSE’s strengths in our academic program include aligning our curriculum in all subject areas with Common Core Learning Standards (CCLS) and Career Development and Occupational Studies (CDOS) Learning Objectives. By infusing these standards and objectives into our curriculum we are working to prepare students for college and career readiness focusing on the acquisition of content-specific knowledge and skills development. Our teachers utilize the school’s online curriculum, unit, and lesson plan template customized to support teachers in creating the conditions for how we believe students learn best - classrooms that invite students to problem solve and use strategies for getting “unstuck”; to participate in active learning and make meaning of complex problems, texts, ideas for themselves; to articulate what they are learning and why it is relevant to them; and to receive individualized attention.

Earning 10 or more credits every year give students the opportunity to be promoted and on track to fulfill graduation requirements in four years. The School Quality Guide indicates that last year, 95.2% of students earned 10+ credits in Year 2 including 94.6% of students in the school’s lowest third. In Year 1, 90.4% of students earned 10+ credits with 78.8% including 78.8% in the school’s lowest third. Additionally, students need to have the opportunity to prepare and earn a 65 or higher on their end of the year Regents examinations. Last year’s cohort included the following passing rate results: 82% in Global History; 84% in Living Environment; 74% in Algebra; 61% in Geometry; 37% in Alg. II/Trig; and 30% in Chemistry. We sat all students who were programmed in a Regents culminating class and who met eligibility requirements.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- 85% of 9th, 10th, and 11th grade cohorts earn 10+ credits
- 75% of Cohort 2016 Earning 3+ Regents
- 75% of Cohort 2017 Earning 2+ Regents
- 75% of Cohort 2018 Earning 1+ Regents

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> </ul>			

<ul style="list-style-type: none"> <li>Activities that address the Capacity Framework element of Trust</li> </ul>			
<p>Peer groups, departments, grade teams, Advisory grade teams, and cross-disciplinary groups meet on Wed. and Thu. afternoon to discuss student progress and work from lens of student grade level, years of experience of teacher, or cross disciplines to broaden curricular perspective. The teams use a variety of meeting and student analysis protocols to ensure productivity, documentation, and iteration (refinements/adjustments). The school wide unit planning template includes a unit reflection which prompts all teachers to gather representative samples of student work from the unit and analyze them to determine modifications to the unit and upcoming units specific to students.</p>	All teachers	9/4/14 - 6/26/15	Principal Asst. Principal Master Teacher Model Teachers Dept. Leads All Teachers
<p>Use of GAFE (Google Apps for Educators) to document, revise, and archive curriculum, unit, and lesson plans stored in AFSE Google system.</p>	All teachers	9/4/14 - 6/26/15	GAFE Committee All Teachers
<p>Curricular development work outside of AFSE to build teacher capacity in curriculum design and instruction:</p> <ul style="list-style-type: none"> <li>Teachers College instructional coach who works with both our English and History departments to refine curriculum, unit, and lesson plans (4 ELA; 3 Sp. Ed; 3 History, and 1 ESL teachers)</li> <li>Facing History workshops and resources for History dept. to incorporate challenging and engaging student activities and tasks (3 History; 2 Sp. Ed. teachers)</li> <li>Gilder Lehrman / NVPS Teaching Literacy Through History workshops (1 History; 1 ELA teachers)</li> <li>Accessing Algebra through Inquiry (a2i) through New Visions which is designed as an on-ramp and pathway towards students achieving Common Core Learning Standards in mathematics (2 math teachers)</li> <li>CS Consultant and GenTech curriculum development and refinement aligned with the Computer Science Teachers Association CS standards (3 CS; 1 Math; 1 Sp. Ed. teachers)</li> <li>NV Blended Learning Community ICT to share practices and curricular work with 3 – 5 other schools through an online community and day long professional development workshops (1 ELA; 1 Sp. Ed teachers)</li> <li>Mastery learning collaborative with Digital Ready - a community of NYC schools working on refining mastery based learning in the City</li> </ul>	All teachers	9/4/14 - 6/26/15	Principal Assistant Principal Dept. Leads All Teachers

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> <li>Instructional coaches</li> <li>Network support</li> <li>Professional development and parent engagement dedicated time</li> <li>Achieve 3000, Carnegie Learning, and other online platforms</li> <li>Afterschool and Saturday tutoring sessions</li> <li>Teachers and staff for afterschool and Saturday tutoring</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy	x	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
State Improvement Grant (SIG)									

**Part 6 – Progress Monitoring**

<p><b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<p>90% of students in each cohort earning 5 credits by the end of the Fall Semester            Mock Regents data will be available for 100% of students in order for teachers to monitor and re-adjust curriculum to meet student needs.            January 31, 2015</p>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>	X	Yes		No
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Research from the University of Chicago—The Consortium for Chicago School Research indicates that 9<sup>th</sup> grade school attendance is a major indicator and foundation for high school graduation. Overall school attendance is an important indicator that AFSE’s monitors closely. We believe that if students come to school, then we can work productively with them to earn course credits and passing scores for Regents examinations in order to meet high school graduation requirements. Our work in creating a culture that emphasizes having a connection to the school through staff, other students, and experiences will lead to higher attendance in school and higher performance academically.

Our Advisory program has been the crux of our high student annual attendance, which were 94.1% and 92.4%, respectively, for our first two years, and currently at 94.2% for this school year. We know that once we are able to get students to attend school regularly and exert effort then we can work with them to earn credits toward graduation.

\*Attendance data taken from School Quality Guide

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

Overall student attendance rate will be at or above 90% for the 2014 – 2015 school year.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			
Dedicated phone calls made by Advisors to parents/families every Wednesday from 3:00 -3:30pm to discuss absence and lateness and logged into AFSE ICC online log	Advisees	9/4/14 - 6/26/15	Advisors
Conduct at least one parent meeting for students who have missed >10 days of school	Advisees	9/4/14 - 6/26/15	Advisors Social Worker Guidance Counselor Principal

			Asst. Principal
Identify trends in lateness: which classes kids are late for and how that correlates to decreased academic performance using Attendance Tracker and Grade Monitor	Advisees	9/4/14 - 6/26/15	Advisors
Celebrate attendance success and increase awareness of attendance success	All students	9/4/14 - 6/26/15	Secretary

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Intervention Communication Log - Google Grade Monitor - Google Advisees Parent Engagement dedicated time

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
VATEA for CTE program									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
92% overall attendance in RSAL report January 31, 2015				
<b>Part 6b.</b> Complete in February 2015.				
Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The foundation for our school rests in the professional collaborations and teams that help create and execute the strategy for increased performance. In order to best support the variety of work that occurs we have created working groups – we have more than 25 – that include various staff members and at least one administrator. These teams include specific staff members and teacher leaders who are participating in school-wide decisions and leading the execution of specific bodies of work. Each of these groups use agendas to direct their work as well as taking notes to document next steps and takeaways from each meeting. Some of our work groups include:

- a) Peer Groups;
- b) Departments;
- c) Grade Teams;
- d) Advisory Grade Teams;
- e) Committees (College Planning, GAFE, Attendance, Extracurriculars, PROSE)
- f) Leadership
- g) Special Education
- h) Programming and Skedula Matriculation
- i) Teacher Development

In order to maximize our productivity we work to provide the optimal conditions to be successful. We know that teachers and staff members learn best with the following supports:

- a) Peer groups focused on developmentally appropriate supports and intervisitation;
- b) Departments focused on data review, curriculum revision, vertical alignment of 9-12 curriculum;
- c) Grade teams focused on horizontal alignment, inclusion of CTE learning objectives;
- d) Master and model teachers observe classrooms and provide feedback, provide planning support, open their classrooms for visitors;
- e) Non-evaluative and evaluative observations with administration;
- f) August professional development for whole staff

We have established the structures that allow our staff to collaborate and engage in the challenging work of making improvements to our curriculum and instruction. We believe that when teachers have the time to think deeply about their curriculum and share their thinking with other teachers only then can we begin the process of refining instruction.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of teachers will participate in a Peer Group that develops their instructional practice and overall development with specific work products designed from the focus of their Peer Group  
100% of teachers will participate and/or have an opportunity to participate in an outside PD to develop their practice.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Peer groups, departments, grade teams, Advisory grade teams, and cross-disciplinary groups meet on Wed. and Thu. afternoon to discuss student progress and work from lens of student grade level, years of experience of teacher, or cross disciplines to broaden curricular perspective. The teams use a variety of meeting and student analysis protocols to ensure productivity, documentation, and iteration (refinements/adjustments). The school wide unit planning template includes a unit reflection which prompts all teachers to gather representative samples of student work from the unit and analyze them to determine modifications to the unit and upcoming units specific to students.	All Teachers	9/4/14 - 6/26/15	Principal Asst. Principal Master Teacher Model Teachers Dept. Leads All Teachers
Use of GAFE (Google Apps for Educators) to document, revise, and archive curriculum, unit, and lesson plans stored in AFSE Google system.	All Teachers	9/4/14 - 6/26/15	GAFE Committee All Teachers
Curricular development work outside of AFSE to build teacher capacity in curriculum design and instruction: <ul style="list-style-type: none"> <li>● Teachers College instructional coach who works with both our English and History departments to refine curriculum, unit, and lesson plans (4 ELA; 3 Sp. Ed; 3 History, and 1 ESL teachers)</li> <li>● Facing History workshops and resources for History dept. to incorporate challenging and engaging student activities and tasks (3 History; 2 Sp. Ed. teachers)</li> <li>● Gilder Lehrman / NVPS Teaching Literacy Through History workshops (1 History; 1 ELA teachers)</li> <li>● Accessing Algebra through Inquiry (a2i) through New Visions which is designed as an on-ramp and pathway towards students achieving Common Core Learning Standards in mathematics (2 math teachers)</li> <li>● CS Consultant and GenTech curriculum development and refinement aligned with the Computer Science Teachers Association CS standards (3 CS; 1 Math; 1 Sp. Ed. teachers)</li> <li>● NV Blended Learning Community ICT to share practices and curricular work with 3 – 5 other schools through an online community and day long professional development workshops (1 ELA; 1 Sp. Ed teachers)</li> <li>● Mastery learning collaborative with Digital Ready - a community of NYC schools working on refining mastery based learning in the City</li> </ul>	All Teachers	9/4/14 - 6/26/15	Principal Assistant Principal Dept. Leads All Teachers

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

GAFE (Google systems)  
 Professional Development dedicated time  
 Outside work groups

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

New Visions a2i grants

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

40% of staff having participated in an outside PD  
 January 31, 2015

**Part 6b.** Complete in **February 2015.**

● Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social -emotional support that drives student achievement.

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A primary goal for the Academy for Software Engineering since its inception in 2012 has been to build a structure for distributive leadership in order to develop a strong foundation for continued sustainability. Our goal is to create an infrastructure in which the success of the school does not rely on any one individual but rather on systems and “duos” of individuals who are trained and prepared to manage and execute specific bodies of work so that the absence of a teacher or staff member does not significantly or negatively affect productivity. For the past two years, we have developed the decision-making capacity of teacher leaders, guidance, and administrative staff so that we cultivate a collection of individuals who are able to collaborate and contribute to making school-wide decisions specific to the school’s instructional program, college and career initiatives, and overall operational systems. Consequently, the school’s entire development and success has been a collective effort of several staff members as well as members of the school community including students and parents through the student government, SLT, and PTA.

Our ability to work collaboratively and to cultivate leaders stems from our commitment to building our team. Since our first year, we have incorporated an intensive 6 – 10 day initial planning summer program in which we bring together our entire staff to learn together, build collegial relationships, and lay the foundation for our curricular initiatives for the current school year. This summer gathering is a strategic initiative that affords us the ability to shape the school’s culture by focusing specifically on our staff/team and preparing them for the year ahead. We execute this work throughout the year through strategic weekly or biweekly meetings with specific staff members using our online Google systems to document and track our progress as well as pointed parental engagement and professional development sessions on Wed. and Thu. in which a variety of teams (Dept., Peer, Grade, etc.) work collectively to conduct outreach to families, discuss and analyze student work or data, and build our capacity in evaluating instructional practices through multiple groupings of teams.

Master and Model Teachers collaborated with Administration to develop school wide curriculum and unit map templates and departmental lesson plan templates to ensure that we root our academic program in our core beliefs of how we believe our students learn best, which include:

- Designing rigorous curriculum aligned with CCLS including explicit skills and content so that students are able to articulate what they’re learning and why it is important.
- Incorporating challenging performance tasks based in Webb’s Depth of Knowledge (DOK) that have students making meaning for themselves through active and project based learning.
- Facilitating discussion and collaboration among students to develop problem solving skills and strategies for getting “unstuck”.
- Individualizing attention to students whether they are struggling, accelerating, or on track.

We have established the structures that allow our staff to collaborate and engage in the challenging work of making improvements to our curriculum and instruction. We believe that when teachers have the time to think deeply about their curriculum and share their thinking with other teachers only then can we begin the process of refining instruction as well as the overall development of the school.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

School satisfaction rate on the 2015 – 2016 NYC School Survey in all three categories: Instructional Core, Systems for Improvement, and School Culture will equal or surpass the previous year scores (97%, 93%, 94%, respectively)

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			
Principal and Assistant Principal meet in mornings weekly on Wed, Thu, and Fri to discuss the school's academic progress including pre-planning for professional development for teachers, sharing of classroom observations (evaluative and non-evaluative), and review of school data and the current trajectory of the academic courses	All Teachers	9/4/14 - 6/26/15	Principal Asst. Principal
Master/Model Planning Team meets weekly on Tue at 9:00am to discuss classroom observations, department and curricular planning, and professional development. The Master and Model Teachers are well versed in the CCLS instructional shifts and share best practices for incorporating shifts in their department's curriculum and instruction. During this time we share our noticings and develop action plans for how we will address and/or strengthen the areas from our findings particularly paying close attention to our transition to mastery based learning.	All Teachers	9/4/14 - 6/26/15	Principal Asst. Principal Master Teacher Model Teacher
Conduct Wednesday Parent Engagement meetings with parents including phone calls by Advisors to keep families informed of student progress.	All staff	9/4/14 - 6/26/15	All Staff Families
Send home weekly Progress Reports with current student grades	Advisors	9/4/14 - 6/26/15	Advisors
Embed college awareness and readiness into school functions and activities	All staff	9/4/14 - 6/26/15	All staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Teachboost  
ADVANCE  
Danielson Framework  
PROSE Teacher Leadership Support

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

Preliminary description of role and responsibilities of a Master/Model Teachers including plan of action of teacher observations, professional development, and peer group sessions.

Conduct 2 non-evaluative observation/feedback sessions with 3 different teachers.

Plan and lead 2 Professional Development sessions for department.

Plan and lead 2 sessions of Teacher Peer Group sessions.

Conduct College Night for Junior families

January 31, 2015

**Part 6b. Complete in February 2015.**

- |  |   |     |  |    |
|--|---|-----|--|----|
| ● Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     | X | Yes |  | No |
| ● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |   |     |  |    |

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school .

### Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Students need to experience and participate in authentic real-world learning opportunities to support their development for college and career readiness. Exposure to adult professionals and office/working environments in the technology industry will deepen student understanding of both college and career expectations and requirements. Additionally, students need to experience field trips that allow their cohort to bond and build relevant relationships. The annual trips allow for students to focus on building relationships with staff and other students as well as focus on college and career. These activities hinge on family participation and approval. AFSE’s goal has always been to work collaboratively with parents and families to ensure that students have strong connections at home and in school. We have worked to surround students with as many nurturing adults as possible to serve as role models, cheerleaders, and confidants. We work with families to involve them in our Open Houses, Curriculum Nights, College and Career Readiness Family Night, field trips, and AFSE Genius Speaker Series. All of these events lead to strong relationships as families meet and speak with staff frequently. Our Advisory program serves as a mechanism of communication that allows both a student and his/her family to have staff member who knows that student/family very well and who advocates on their behalf. Lastly, we participate in iMentor which provides a professional role model to students starting their freshman year through graduation and beyond.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

- 85% participation in iMentor mentee/mentor program for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> grades
- 85% participation in 6 college and/or career-related experiences for all cohorts (Hackathon, visit to colleges, visits to companies, etc.)
- 85% participation in each cohort to attend annual cohort field trip (9<sup>th</sup>=Princeton-Blairstown; 10<sup>th</sup> = SUNY Upstate NY college trip; 11<sup>th</sup> = College Trip (TBD))

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul>			

AFSE Speaker Genius Series	Parents & Students	9/4/14 - 6/26/15	PTA Parent Coordinator
iMentor classes and evening events	Students	9/4/14 - 6/26/15	Asst. Principal Program Coordinators
Open Houses for prospective students - families speak with prospective families about AFSE	Prospective 9th grade families	9/4/14 - 6/26/15	PTA SLT Business Manager
Cohort field trips (3)	All Students	9/4/14 - 6/26/15	PTA School Staff

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
PTA SLT iMentor Staff

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
iMentor CSNYC									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
85% participation in iMentor mentee/mentor relationships 85% participation in at least 3 college and/or career experiences 85% for 9 <sup>th</sup> grade annual trip January 31, 2015				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
● Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
● If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
<b>English Language Arts (ELA)</b>	Students entering with Level 1 8th Grade ELA Score Students with < 65 in ELA class	Review and supplemental instruction focused on critical reading skills and foundational writing.	Tutoring and small group	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.
<b>Mathematics</b>	Students entering with Level 1 8th Grade Math Score Students with < 65 in math class	Review and supplement instruction in pre-Algebra and Algebra skill, Geometry, or Alg. II/Trigonometry which students struggle with and in preparation for all math Regents.	Tutoring and small group	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.
<b>Science</b>	Students with < 65 in science class	Review and supplemental instruction centered on principles of Living Environment, Forensics, and Chemistry in preparation for LE and Chemistry Regents.	Tutoring and small group	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.
<b>Social Studies</b>	Students with < 65 in science class	Review and supplemental instruction in both critical focus for Global History and Participation in Government courses in preparation for the Global History Regents Examination in June 2015	Tutoring and small group.	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.
<b>At-risk services (e.g. provided by the</b>	Students with more than 3 student	Counseling by Guidance Counselor	Small group and one-to-one	During the school day

<i>Guidance Counselor, School Psychologist, Social Worker, etc.)</i>	referrals  Students in temporary housing	and/or Social Worker Student Referral PBIS Approach		
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## Section 7: Title I Program Information

**Directions:**

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.				
	<b>Schoolwide Program (SWP)</b>	<b>X</b>	<b>Targeted Assistance (TA) Schools</b>	
				<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
<ul style="list-style-type: none"> <li>● August Summer Teacher Orientation and Workshops</li> <li>● Curriculum development workshops and planning during summer and throughout the year</li> <li>● Teacher leadership opportunities</li> <li>● Outside professional development opportunities and conferences</li> </ul>

**2b. 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).
<ul style="list-style-type: none"> <li>● Weekly PD and Parent Engagement time planned by teachers and Admin that focuses on CCLS, curriculum design, student work analysis, and parent meetings</li> <li>● Use of outside instructional supports such as Teachers College and Facing History</li> <li>● Use of online resources such as Achieve 3000 and Carnegie Learning</li> </ul>

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.
<ul style="list-style-type: none"> <li>● Per session for 1 - 2 hour academic support on Monday and Tuesdays after school</li> <li>● Per session for 3 hour academic support sessions on Saturdays for course and Regents support</li> <li>● Per session for course extensions to support students in mastering skills and content</li> </ul>

**3b. 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).
<ul style="list-style-type: none"> <li>● 4 periods of 78 minutes in all classes including English, Math, Science, History, and Computer Science</li> <li>● Longer class periods for more instruction and practice for student</li> <li>● Rotational schedule – allows for 7 classes each semester to obtain at least 7 credits per semester towards graduation requirements</li> <li>● Multiple teachers in a classroom</li> </ul>

**Part 4: SWP Schools Only**

**4a. 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.).

**4b. 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.

**4c. "Conceptual" Consolidation of Funds in SWP Schools**

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or Local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			

Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

<sup>1</sup>**Explanation/Background:**

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another

purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.

- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

## **Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)**

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

### **AFSE Parent Involvement Policy (PIP)**

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 the school. **The Academy for Software Engineering** 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 the school and the families. The 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 the school community. **The Academy for Software Engineering** 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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

### **AFSE School-Parent Compact (SPC)**

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

#### **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to

- observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

**II. Parent/Guardian Responsibilities:**

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

**III. Student Responsibilities:**

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



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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

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

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

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

## A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	1			2	1	2	4	0	1	7

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>Total</b>	1	0	0	2	1	2	4	0	1	7
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

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

**This Section for Dual Language Programs Only**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1		2		2		1		6

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
All of our students participate in a Summer Bridge Program. This program gave the students time to understand the expectations of them entering our school, but also during this time we administered assessments for all students (not just ELLs) to see where their current literacy skills fall. At a high school level, we use teacher created writing diagnostics graded with a rubric, Achieve 3000, and the new

ELA performance tasks to monitor our students progress periodically throughout the year. Based on proficiency levels we have put a focus on the reading and writing skills of our students, which is why we provide the added time and classes for English in addition to the online software programs. We will continue to monitor student data to look for patterns to determine instructional decisions. As our school grows and we learn more about our ELL population we will continue to analyze our assessments to guide instruction and program. Our criteria for success is that student meet their academic requirements (credit accumulation and Regents) as well as feedback from students and families about our whether the supports we're providing our meeting their needs. In our first year we had 7 ELL students of which 6 moved to Proficiency on their NYSESLAT and one moved to Advanced. All of these students earned 12+ credits and 6 of 7 passed the Integrated Algebra or Geometry Regents and 6 of 7 passed the Living Environment Regents. The two students who did not pass the Regents had a score of 63 on the Living Environment, while the other student earned a 64 on the Integrated Algebra.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
As of the 2013-2014 school year, all but one of our current ELLs are at the Advanced level of proficiency according to LAB-R and NYSESLAT results. We currently have one ELL who is at the Intermediate level because he did not complete the NYSESLAT during his 8<sup>th</sup> grade year. The same trend was present in the 2012-2013 school year - all but one of our ELLs entered the 9<sup>th</sup> grade at the Advanced level of proficiency. By the end of last school year, all but one of our ELLs (all 9<sup>th</sup> graders) reached proficiency on the NYSESLAT. The data suggests that our ELLs need enrichment in reading, writing, and academic language development.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))  
The majority of our ELLs were proficient in the listening and speaking modalities according to 2013 NYSESLAT results. As they scored at the Advanced level in the reading and writing modalities, our instructional focus is providing literacy and formal writing strategies across 9<sup>th</sup> grade content classes to address these needs.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

Our 9<sup>th</sup> grade ELLs participated in ESL programs in their middle schools and have not taken native language tests other than the LAB-R. The school leader and ESL coordinator use all available exam data, including NYS ELA, Math, and Science tests, NYSESLAT, and LAB-R results to gain insights and information as to each student's strongest and weakest English modalities, content specific knowledge, and academic language development. After analyzing our current 9<sup>th</sup> grade ELLs' 8<sup>th</sup> grade NYS test results, we identified the following patterns: the majority scored a '1' on the ELA test, most scored '1' or '2' on the Math test, and there was a range of scores from '1' to '4' on the Science test. This data informed programmatic and instructional decisions made for our current 9<sup>th</sup> grade ELLs.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
Not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?  
We are in constant discussions with both student and parent/family to determine what supports are needed.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

Not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc).  
Credit accumulation and Regents scores

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Students who are already enrolled in the NYC public school system receive a letter of continuation of services in ESL. As new students are admitted into the school, the student and parents() meet with the principal and ESL Coordinator (who speaks Spanish; if the family speaks another language, an interpreter is brought in). Parents of students new to the NYC public school system complete the Home Language Survey (HLS) which the ESL coordinator administers. The ESL coordinator administers the LAB-R (as of 2013-2014 school year, the NYSITELL) to students whose home language is not English. The Spanish LAB-R is administered to students whose home language is Spanish. Once the LAB-R is hand-scored at school by ESL teachers, parents/guardians of students identified will receive an Entitlement or Non-Entitlement letter that will be mailed home by the school secretary. If LAB-R results indicate student needs ESL support, parents/guardians receive an Entitlement letter. If LAB-R results indicate student does not need ESL support, parents/guardians receive a Non-Entitlement letter. The hand-scored LAB-R scantrons will be delivered to the Borough Assessment Office.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
Once a student comes in and is identified as potential ELL student. We invite the parent in immediately for the HLIS survey and informal interview/meeting. Once needs are recognized through the HLIS and the LAB-R, we invite parents in for a informational meeting to discuss eligibility and services offered. During this meeting we explain what the different services are (Transitional Bilingual, Dual Language, Freestanding ESL) and work the parent to determine what services are best suited for their child. We always host these meetings with a translator if there is the need.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Entitlement letters are distributed in a few ways. First, we invite the parents in for a meeting and give them the letter face to face. If that does not come back in a timely fashion we call home several times with reminders to bring letter/survey/forms back in. We also send home an extra copy through the mail and also through backpacking it home with the student.

At the moment the model we have is in line with parent requests. Moving forward as we grow in staff and student body, we hope to have more options for our ELL students. However, we work congruently with our students and their families to best meet the needs of our ELL students.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
  1. Speak with the parents/families to find out more about the needs of the student
  2. Administer English writing diagnostic during Summer Bridge program for incoming 9<sup>th</sup> graders
  3. Review ARIS data to determine past history and programs
  4. Administer Achieve 3000 (online literacy program) Level Set reading baseline to determine Lexile level
  5. Share data and recommendations from teachers including ESL and English
  6. Use translators (if necessary) to discuss and determine best program for student
  7. Per NYSESLAT or LAB-R proficiency level, program for required ESL instructional minutes.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ESL coordinator, Melanie Mac, creates a schedule that includes a proctor training session, administration of each modality of the NYSESLAT, a makeup testing session, a training session for grading the Writing section, and an inventory and packaging of all test materials before return. Students eligible for NYSESLAT testing are identified on RLER report on ATS. The testing schedule is sent home to all parents/guardians of ELLs, along with an explanation of the importance of the test. The ESL coordinator familiarizes herself with the administrator's manual and relays all procedures and compliance matters to test proctors and to the administration. The speaking test is administered by the ESL teacher, who pulls students individually from classes to take the test. On test administration days, one classroom is reserved for students to take each section of the test - the reading, listening, and writing tests.

Attendance is taken for each test and any ELLs who did not take a section of the test are registered for the makeup session.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

The trend for the 2013-2014 school year is that the families of all 7 of our current ELLs students selected the freestanding ESL program option. We identified the same trend in the 2012-2013 school year, with all parents of ELLs opting for the freestanding ESL program. For the past two school years (the school was opened in September 2012), our freestanding ESL program has been in alignment with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

and teachers to practice skills and complete assignments.

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

We constantly use data from our Grade Monitor and electronic gradebooks to determine how students are building their reading, listening, speaking, and writing skills. All of our content areas practice these skills and evaluate students on these skills in both formative and summative assessments.
6. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6+ years).
  - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

D. The ESL Coordinator has identified long-term ELLs, who, similar to ELLs who have been receiving service for 4 to 6 years, are in need of academic intervention in reading and writing. As such, the school has adopted uniform reading and writing strategies across content

areas. The consistency and repetition of these strategies in all classes supports continued development of reading comprehension, vocabulary development, and structured writing skills. Additionally, long-term ELLs are offered after-school enrichment tutoring.

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

**Courses Taught in Languages Other than English ⓘ**

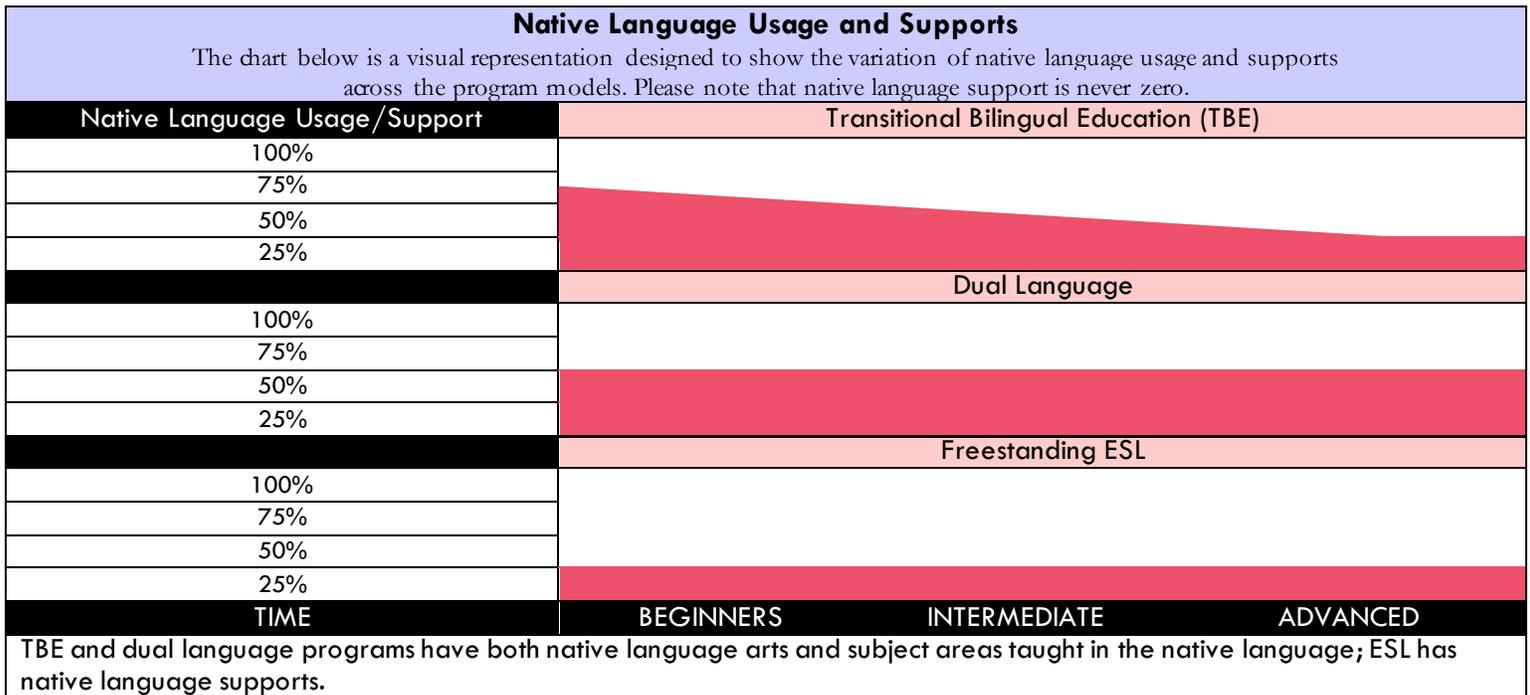
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ELLs receive targeted ELA and Math interventions through weekly assignments on Empower3000 and Carnegie Learning, adaptive online programs that provide specific skill reinforcement. Both programs provide teachers with data that is used to design classroom instruction to address identified needs in ELA and Math. Additionally, our school's targeted interventions stem from the schoolwide adoption of Universal Design for Learning and Understanding by Design. As UDL is a framework that supports teachers in unit design that incorporates learning activities and assessments for all individuals and groups, including ELLs, teachers are able to break down differentiated units into lesson plans that provide entrypoints for all learners. A variety of grade level materials are incorporated into unit and lesson design to provide appropriate supports for ELLs: reference books (bilingual dictionaries, thesauruses), visuals (posters, graphic novels, graphic organizers), manipulatives, and resources in students' native languages.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- In our first year we had 7 ELL students - all 7 students earned 12+ credits as well as 6 of 7 passed the Integrated Algebra or Geometry Regents and 6 of 7 passed the Living Environment Regents. The two students who did not pass scored a 63 on the Living Environment and the other student scored a 64 on the Integrated Algebra. Lastly, 6 of the 7 students moved to Proficiency in the NYSESLAT.
11. What new programs or improvements will be considered for the upcoming school year?
- We have included a social studies elective in 9<sup>th</sup> grade and double period of Global History in 10<sup>th</sup> grade. Students are regularly using Achieve 3000 and reading informational texts.
12. What programs/services for ELLs will be discontinued and why?
- Not applicable
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- We offer enrichment before and after school as well as Saturday school. Students are encouraged to stay and receive additional supports. The school also looks for opportunities for students to participate in clubs and other activities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All students have access to our 2 computer labs (both Mac and PC), our 200 laptops, and iPads. Additionally, each student is given access to Carnegie Learning Math Tutor and Achieve 3000. Each student is provided an afsenyc.org email account with access to Google applications.
15. How is language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have an ESL teacher fluent in Spanish and French. However, we work with our students to determine how to best meet the student's language needs including providing native language support if necessary.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Every decision and supports/resources correspond with our student's grade levels and to Common Core standards. We constantly work with the student and their families to prepare them for college and career readiness.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We have a Summer Bridge program for all incoming 9<sup>th</sup> graders to administer English and math diagnostics as well as introduce them to our school and its philosophy. Additionally we have an Advisory program which matches a small group of students with a teacher who monitors academic progress and social/emotional development. Lastly, our students are provided with a professional mentor who assists with college and career readiness.
18. What language electives are offered to ELLs?
- Language electives not offered until junior and senior years. We are currently in the process of purchasing online software (i.e. Rosetta Stone - Spanish, Mandarin) and installing in our computer labs and all of our laptops for students to have access.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - 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)?

Paste response to questions here:

## C. Professional Development and Support for School Staff

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

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

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

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

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

## D. Parental Involvement

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

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

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

## E. Additional Information

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

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

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

## Part VI: LAP Assurances

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 02M546 School Name: Academy for Software Engineering

Cluster: 5 Network: N561

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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