

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: SCHOLARS' ACADEMY
DBN (i.e. 01M001): 27Q323
Principal: BRIAN O'CONNELL
Principal Email: BOCONN@SCHOOLS.NYC.GOV
Superintendent: MARY BARTON
Network Leader: KATHY PELLER

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Brian O’Connell	*Principal or Designee	
Stacy Goldstein	*UFT Chapter Leader or Designee	
Marybeth Dawson	*PA/PTA President or Designated Co-President	
Not Applicable	DC 37 Representative, if applicable	
Cathrine Barbasiewicz	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Not Applicable	CBO Representative, if applicable	
Kim Barget	Member/ Teacher	
Andriana LaMendola	Member/ Student	
Nicole Kaplan	Member/ Parent	
Irene Dougherty	Member/ Parent	
Toni Marie Viera	Member/ AP	
Marcia Forbes Bennett	Member/ Parent	
Helene Wasserman	Member/ Parent	
Anna Bulatewicz	Member/ Teacher	
	Member/	

**Signature of constituent only indicates participation in the development of the SCEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, the Scholars' Academy's teachers will outperform the 2013-2014 Advance Average Rating of 3.30 on Danielson Competencies 3b, 3c, and 3d, through a school-wide focus on differentiated instruction through strategic lesson task design.

Comprehensive Needs Assessment

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

The School Leadership Team (SLT) analyzed *School-wide Teacher Effectiveness Data* from the Advanced System on 4/25/14. This data, which was based on classroom observations using the Danielson Framework for Teaching, indicated the following areas of potential focus for improvement. As a result, the SLT determined that the school CEP should focus professional development efforts to impact teacher task design, by tightening professional learning activities around 3 competencies: 3b, 3c, and 3d. Further discussions concerning the rollout of integrated co-teaching classes on grades 6 and 9, further bolstered the need to address differentiated student supports within task designs.

a. Below are the competencies where we were lowest in each domain.

- i. 1D, 3.46 Knowledge of Resources
- ii. 2C, 3.57 Managing Classroom Procedures
- iii. 3B, 3.15 Using Questioning and Discussion Techniques
- iv. 4C, 3.65 Communicating with Families

b. Below are the lowest 3 scoring competencies overall.

- v. 3B, 3.15 Using Questioning and Discussion Techniques
- vi. 3C, 3.30 Engaging Students in Learning
- vii. 3D, 3.30 Using Assessment in Instruction

Instructional Strategies/Activities

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

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

1. Continued use of the research-based school-wide cooperative learning *Scale-Up Model* in all classrooms, buttressed by increased use of technology to flip instruction, thereby increasing engagement via more *Time Really on Task* (TROT).
2. Alignment of teacher professional learning goals with this CEP Goal and instructional focus.

***Instructional Focus:* Student Performance will increase through strategic teacher-designed learning tasks that encompass questioning and discussion techniques, and assessments which are differentiated for student ability level, learning style, preference, or interest.**

3. Implementation of 4 Lesson Study Rotations with teacher subject teams to facilitate the sharing of best practices with regard to the instructional focus.
4. Use of data analysis of formal and informal assessments to determine student strength/ability as well as surveys of student learning preferences/interest, in addition to using tools such as RAFT to directly impact lesson task design.

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

1. Lead Teachers, Assistant Principals, All Teachers, and Technicians if available
2. Teachers and Administrators
3. Teachers, Lead Teachers, Parent Coordinators and Guidance Counselors
4. Data Team, Grade Leaders, Teachers and Guidance Counselors

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

1. Staff Receive PD on conducting Scale-Up model lessons during boot camp and start of year PD. Flipping instruction must be included in Technology Symposium. At least one lesson study includes flipping incorporated in task design.
2. Teachers will determine goals during an Initial Planning Conference (IPC). Lesson study cycles will revisit and support goals of host teachers during each reflective learning/observation cycle. Tasks will be shared and revised during each of the four lesson study cycles demonstrating impact of this instructional focus goal.
3. Four lesson studies must demonstrate changes in lesson task design and differentiated supports based on data/based groupings, interest, or preference. As lesson studies progress, TROT emphasis and increase must be evident in lesson plans at task segment.
4. Tasks will demonstrate evidence of multiple tiers of access based on ability, strength, or interest.

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

1. September 2014/Embedded Practice Reviewed in Each Observation/Walkthrough and in at least one of the four study group cycles.
2. Cyclical According to Annual PD plan on Fridays and during 4 Lesson Study Groups
3. Consistent with professional development plan’s calendar schedule
4. During each lesson study cycle and during on-going observations

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

1. Professional Development Staff Model Scale-Up use during professional development sessions when appropriate during boot camp, start of the year professional development, Election Day, and ongoing Friday sessions as scheduled
2. SBO to ensure that teacher teams have approximately 2 hours of PD/Inquiry time each Friday
3. Per Diem Funds to pay for substitute teachers for 4 Lesson Study Groups
4. Data Inquiry Team Funding

Strategies to Increase Parental Involvement

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

Open school week classroom observations, transparent sharing of units on school’s websites, examples of flipped instruction videos on school’s website.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, the Scholars' Academy will implement a school-wide Comprehensive Advisory Program to support the social, emotional and academic well-being of students as individuals, learners and members of the community resulting in a 4% decrease in the number of students who disagree or strongly disagree that "there is an adult whom I trust and can go to for help with a problem" question on the learning environment survey.

Comprehensive Needs Assessment

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

Based on OORS report data, the impact of Hurricane Sandy upon the school, and the positive feedback of students regarding temporary informal counseling sessions, coupled with the citywide instructional expectations, the need to create an embedded socio-emotional supportive student advisory program emerged. Prior experience concerning advisory implementation, coupled with articulated teacher concerns regarding advisory, indicated a need for a structured pre-planned advisory program which would not compromise significant instructional time. Student survey data, although generally positive, demonstrated an opportunity for growth in area of students feeling connected to trusted adult. Survey data from 2013-2014 shows that 9% of students disagreed and 2% of students surveyed strongly disagreed that there is an "adult whom I trust and can go to for help with a problem." 10% of the student body is approximately 130 students.

Instructional Strategies/Activities

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

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

1. Identify Advisory Taskforce (ATF) via survey of interested staff and budget summer/planning session calendar
2. Advisory Task Force creates lessons based upon OORS report data and other discussed needs
3. ATF creates calendar and schedule of sessions strategically placed in marking period calendars
4. ATF surveys and matches advisors to groups of students, plans and arranges furniture for session locations, surveys and evolves program as needed

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

1. Lead Teacher, guidance counselor, dean, interested teachers with/without experience
2. Advisory Task Force members select lesson topics based on school needs and student feedback from surveys
3. Advisory Task Force and Literacy Lead Teacher
4. Advisory Task Force, STARS secretary, Lead Teacher, Custodian

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

1. Team members are selected across grades and attend at least one summer meeting for planning
2. Team members create lessons for each session (design custom curriculum) in advance of initial teacher training session
3. Advisory sessions are designed every six weeks for multiple periods of focus
4. Advisory sections are divided equitably across groups by MS and HS level for lower *staff*: *student* ratios, and groups are surveyed for feedback after each session which informs ATF about needed adjustments

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

1. June 2014/August 2014

2. August 2014 for initial planning, adjustments made after each session
3. Calendar must be embedded in professional development calendar
4. Immediately after each session, approximately every six weeks. Survey in May 2015 informs Advisory adjustments for 2015-2016

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

1. Staff with interest/time for summer planning. Budget for staff per session
2. OORS data, time for meeting, access to technology for researching advisory lesson ideas
3. Professional Learning Team and Administrative input into calendar creation
4. Space, sufficient staff, temporary furniture as needed, assessment of student groups matched to teachers with whom they are not currently students

Strategies to Increase Parental Involvement

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

Ongoing communication with parents at monthly Parent Association Meeting and online posting of Principal's Monthly Parent Association and SLT report. Discussion of data with School Leadership Team Monthly.

Budget and Resource Alignment

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

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

Parent Association Funding

Goal and Action Plan #3

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

Annual Goal #3

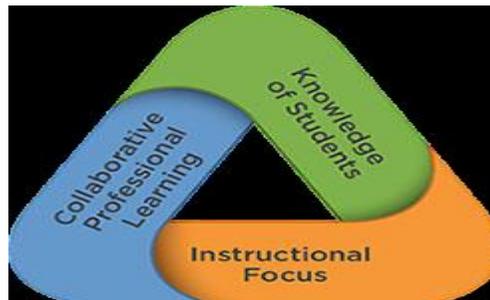
Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2015, the Scholars' Academy will implement a collaborative professional learning plan that completes at least 4 advisory sessions and 4 lesson study cycles resulting in a .05 increase in average survey scores from 2013-2014 data (new target = 3.75 or higher) on 2014-2015 Post-Professional Learning Teacher Surveys.

Comprehensive Needs Assessment

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

The Scholars' Academy School Leadership Team, after multiple discussions, determined that fewer, more focused goals, aligned to the Chancellor's Citywide Instructional Expectations, would have a more significant impact upon teacher practices and student learning. After discussing the successes of the 2013-2014 academic year, the impact of the collaborative professional development plan continued to be referenced by team members. Reflecting upon the progress toward the numerical goals of the 2013-2014 CEP, the SLT arrived at the consensus that the numerical test driven goals had less to do with student achievement than the actual teacher collaboration that took place which improved data use, lesson planning, assessment design, and lesson execution. Therefore, the design of an even more robust collaborative teacher professional development plan would be made a CEP goal to ensure that the plan is strategically supporting the pursuit of CEP goals 1 and 2.



Instructional Strategies/Activities

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

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

1. Teacher Teams would be reorganized with supervisors by subjects
2. PD Calendar incorporates an increase to four lesson study cycles (from 3 during 2013-2014) strategically dispersed throughout the year to ensure on-going focus on the school-wide instructional focus and individual teacher professional learning goals
3. PD Plan incorporates Advisory Trainings of all staff members strategically prior to each Advisory Retreat Day
4. Create a Professional Learning Team made up of core subject teachers across multiple grades

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

1. Principal, AP Math, AP Science, AP Humanities

2. Professional Learning Team, Next Generation School Leaders, Administrators, Lead Teachers, Facilitators of the Lesson Studies
3. Advisory Task Force, Professional Learning Team, Lead Teachers, Administrators
4. Administrators, Lead Teachers, Aspiring Teacher Leaders, Select Next Generation School Leaders
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Teams reorganized by start of year to ensure balanced observation workload and better alignment of staff support and supervision
2. At least 4 members of each subject team must serve as hosts, to share plans, be observed, and receive feedback from peers, and at least 4 members of each subject team must serve as facilitators of the 4 professional learning cycles
3. 6 Pre-Advisory workshops are scheduled in PD plan during Friday professional development sessions and surveys of teachers and students inform plan design as well as evaluate impact of the professional learning plan
4. Team formed in August 2014, Team drafts macro-professional learning plan and meet weekly to revise the plan as needed, while defining structure/elements of each Friday professional learning session with respective teacher teams
D. Timeline for implementation and completion including start and end dates
1. Redesign by September 2014
2. 4 Times throughout the year
3. Each session must be fully designed and shared with subject teams prior to training session and forthcoming student advisory retreat day
4. Team Defined by September 2014, Weekly Meetings and Revisions and Implementations ongoing
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Align Spanish Team with Science supervisor, Fitness with principal, special education with humanities
2. Professional Learning Team Meets Weekly to plan Friday sessions of PD Calendar as well as Lesson Study Cycles
3. Schedules of key staff members must be adjusted to ensure staff has time to plan to train the teachers facilitating the advisory training sessions
4. Program schedule must support freeing up of this team for weekly meetings

Strategies to Increase Parental Involvement

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

Articulate Instructional Focus at Parent Meetings, Display posters informing school community of CEP goals and instructional focus, Make PD Plan public, and Provide on-going reports at Parent Association Meetings of PD Plan Progress

Budget and Resource Alignment

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

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

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

Lead Teacher Funding

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

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

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

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

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. <i>repeated readings, interactive writings, etc.</i>)	Method for delivery of service (e.g. <i>small group, one-to-one, tutoring, etc.</i>)	When the service is provided (e.g. <i>during the school day, before or after school, etc.</i>)
<p>ELA</p>	<p>English Language Arts support includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group classes. Larger groups are serviced during our before/afterschool or Saturday Academy. Students of all performance levels can be identified for an AIS or AAT class (budget pending). A strategic push in plan has also been created this year where subject specific teachers push into ELA classes to strategically work with students in the bottom third.</p> <p>The following are a plethora of resources and materials that are used during AIS & AAT programs: NYS CCLS Ready books, MYON READER, Applerouth, Datacation, Castle Learning past ELA state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing,</p>	<p>450 Students: Grades 6-8 Common Core ELA Grade 9 & 10 Common Core English Grades 11-12 AP English/SAT</p> <p><u>Small Group:</u> Intensive: (Bottom Third) Standard: (Middle Third) Expanded: (Top third)</p>	<p>Before School: 7 AM – 8 AM During School: periods 2/5/6 Afterschool periods: 9/10/11 and Saturday Programs 8 am – 1 pm</p>

	reading fictional selections, nonfiction text, newspapers, historical fiction novels, and utilizing the internet.		
Mathematics	<p>Mathematics support includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group classes. Students of all performance levels can be identified for an AIS or AAT class. A strategic push in plan has also been created this year where subject specific teachers push into math classes to strategically work with students in the bottom third.</p> <p>The following are a plethora of resources and materials that are used during AIS programs: NYS CCLS Ready books, Applerouth, Datacation, Castle Learning, past Math state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, AMSCO prep books, NYS Coach books, Mathletics, online courses and utilizing the internet.</p>	<p>450 Students Grades 6-7 Common Core Math Grades 8 & 9 Common Core Algebra Grade 9 Geometry Grade 10 Trigonometry Grades 11-12 AP Calculus/ Statistics/SAT</p> <p><u>Small Group:</u> Intensive: (Bottom Third) Standard: (Middle Third) Expanded: (Top third)</p>	<p>Before School: 7 AM – 8 AM During School: periods 2/5/6 Afterschool periods: 9/10/11 and Saturday Programs 8 am – 1 pm</p>
Science	Science support includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed	<p>300 Students Grade 8 Living Environment Grade 9 Physics Grade 10 Chemistry Grades 11-12 AP Physics, AP</p>	<p>Before School: 7 AM – 8 AM During School: periods 2/5/6 Afterschool periods: 9/10/11 and Saturday Programs 8 am – 1 pm</p>

	<p>to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school and service larger groups during our Saturday Academy.</p> <p>The following are a plethora of resources and materials that are used during AIS programs: Datacation, U Texas, Castle Learning, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, and Regents review books, mini labs, online courses and utilizing the internet.</p>	<p>Chemistry & AP Biology</p> <p><u>Small Group:</u> Intensive: (Bottom Third) Standard: (Middle Third) Expanded: (Top third)</p>	
<p>Social Studies</p>	<p>Social Studies and Spanish support includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes.</p> <p>The following are a plethora of resources and materials that are used during AIS programs: Datacation, Regents exams, Castle Learning, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing, reading fictional selections, nonfiction text,</p>	<p>Social Studies 150 Students Grade 9 US History Grade 11 Global History Grades 9-12 AP US History, AP Psychology, AP World History</p> <p>Spanish 150 Students Grade 8 Spanish Proficiency Grade 10 LOTE Grades 10-12 AP Spanish</p> <p><u>Small Group:</u> Intensive: (Bottom Third) Standard: (Middle Third) Expanded:</p>	<p>Before School: 7 AM – 8 AM During School: periods 2/5/6 Afterschool periods: 9/10/11 and Saturday Programs 8 am – 1 pm</p>

	<p>newspapers, primary source documents, historical speeches, historical fiction novels and utilizing the internet.</p> <p>Arts AIS: Visual Arts includes whole class, small group and one-to-one instruction. These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes before and after school. The following are a plethora of resources and materials that are used during AIS programs: Datacation, rubrics, predictive exams, diagnostic exams, essay writing, portfolios, projects, and utilizing the internet.</p>	(Top third)	
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>One-to-one and small group guidance sessions are provided to students by the school counselors to discuss topics such as: organizational skills, work quality, study skills, homework completion, class performance, conflict mediation, community service, parental involvement, peer pressure, parent divorce/separation, bereavement, anger management, STH, how to interact in a positive setting, high school selection process and college readiness. One-to-one and small group sessions are provided by the</p>	<p>Counseling:</p> <p>Grade 6: 50 Grade 7: 50 Grade 8: 264 Grade 9: 160 Grade 10: 130 Grade 11:120 Grade 12: 120</p>	<p>During Mandated/Non Mandated Sessions, During Lunch, Before and After School, in Addition to Extended Parent Teacher Conferences on Fridays</p>

	<p>school social worker Wednesdays to aid in the resolution of outside issues which may affect student academic performance and overall well-being. Class workshops and discussions are also facilitated by the school social worker to address topics such as anger management, positive social interaction, peer pressure, being a positive role model and saying no to drugs and alcohol. Students receive services from the school nurse with regards to: diabetes, asthma conditions, nebulizer treatment, severe allergies, migraines, use of crutches, etc. A vision teacher and mobility teacher also work with students during the school day in a one to one setting.</p>		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP) Template

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

- Highlighting examples and requirements of CCSS in ELA and math at PTA meetings, Title 1 parent workshops, and at Orientation for incoming 9th graders.
- Conducting Title 1 Parent Workshops of IEP/ELL parents focusing on resources available at the school to assist students.
- Facilitating Financial Aid workshop, graduation requirements, and College Assessment Entry exams (SAT, PSAT, ACT) workshop for parents to meet the College-and career readiness goals of the school.
- Providing parents with information on programs, internships, activities offered or supported by the school.
- Meeting with families of students experiencing behavioral challenges facilitated by the dean and guidance counselors.
- Providing parent workshops on Drug Abuse, Gang Activity, and Managing Challenging Teens.

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Teacher Association, as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Teacher Association and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a dedicated staff person to serve as a liaison between the school and families. The dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. This personnel 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent-Teacher Association and Title I Parent Committee;
- supporting or hosting Family events;
- 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;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester, in addition to meetings with parents as needed, prior to report card distribution, 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, if applicable, prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, as well as virtual meetings using technology based tools, e.g., morning, evening and providing (if necessary and funds are available) 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, especially at school events, 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;
- 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 monitored by the school's Language Access Coordinator;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- 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;
- demonstrate CHART behavior: Cooperative, Hard Working, Amiable, Respectful, and Trustworthy, consistent with Scholars' Academy values;

- 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 27	Borough Queens	School Number 323
School Name THE SCHOLARS' ACADEMY		

B. Language Allocation Policy Team Composition [i](#) 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 Brian O'Connell	Assistant Principal Toni Marie Sorrentino
Coach Dannielle Colleran	Coach Jennifer Lewner
ESL Teacher Judith Mainhart	Guidance Counselor Lorry Gilgur
Teacher/Subject Area Jeannine Giove-CB	Parent Julie Molino
Teacher/Subject Area Ryan Milano-Math	Parent Coordinator Marta Moskal
Related Service Provider Lorraine Caraccio	Other Moretta & Villa
Network Leader(Only if working with the LAP team) type here	Other Rosa Lagombra

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	6
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1254	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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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 #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

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

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		
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Intermediate(I)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Advanced (A)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
We are a grade 6-12 school currently with 0 ELL students.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
N/A

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Currently, we do not administer the NYSESLAT.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?**Currently, we do not have any ELL students.**
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
Our school has very strategic ways and systems to look at data to guide instruction. Every marking period, students take benchmark assessments. Data from benchmark exams are analyzed in terms of progress and compared to pre-assessment data. Report card data analysis every marking period using skedula/datacacion and looking at student work are also two additional ways we look at data to drive instruction. All of these forms of data are used to plan conferences with students, hold meetings with parents, schedule students for peer tutoring, small group extra help, as well as form groupings for class and differentiated class and homework.
6. How do you make sure that a child’s second language development is considered in instructional decisions?
This will be systemic, and not limited to just the ELL classrooms. We will use teacher created resources, interactive media, internet resources, videos, ipads, laptops, glossaries, dictionaries, and materials in the native languages. Teachers will also group students of the same strengths, weaknesses, language for certain activities so that they can assist each other and respond in their native language. Each of these strategies can extend to after and before school programs, as well as to summer school.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?**Currently, we do not have any dual language programs.**
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Similarly to how we analyze data to drive instruction, we will also use this data analysis to inform us of our program's effectiveness. Benchmark assessment, pre and post assessments, looking at student work, report card data, student reflections, teacher reflections, observations, state exam performance, etc

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Annually the LAP team, with the assistance from our testing and data teams will analyze data in ARIS and ATS. These teams will identify any current or former ELL students by looking at assessment data. As qualified students are admitted into the school through an application process, upon admission of an ELL student or potential ELL student, the school LAP team will administer and analyze Home Language Surveys within 10 school days. Dannielle Colleran is a licensed reading teacher for grades K-12 and Jeannine Giove is a fully licensed common branch teacher working on the LAP team. Translation services will be provided if needed via home language surveys available in 15 native languages. On sight translators may also be used for oral interviews in native language. The LAB-R, if deemed appropriate and necessary, will be administered within 10 school days of the student's enrollment in our school. The exams will be graded in house and sent out to be scanned.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual

Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

Parents will be invited to school to have face to face meetings with team leader, guidance counselor and teachers. Team will ensure parents are made aware of these meetings via continuous parent outreach such as phone calls, letters, emails, automated alerts, etc. Discussion on program options and choices will be discussed during these meetings, as well as time to view video and for parents to ask questions. If a parent selects a program our school does not offer, we will note this in our records and notify the parents if this program ever opens up in our school. We will inform parents of the available programs in the community and the neighboring schools that offer their #1 option. Constant communication will be upheld.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Team members will ensure all letters, surveys and forms will be distributed and returned. We will utilize our communication systems such as skedula, pupil path, datacation, letters, emails, face to face meetings, phone calls and home visits if needed by LAP Team members.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Since we do not and have not had any ELL students, we would follow all policy and protocol sent forth by the NYCDOE. We would take parent decisions into consideration, as well as analyze student assessment data, student work and consult with our network, CFN 112.

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

At The Scholars' Academy we administer the HILS & LAB-R when needed. We also administer all state exams for grades 6-12, as well as Regents and AP and LOTE exams. We currently do not administer the NYSESLAT exam.

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

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Currently in our school we have general education class instruction, differentiated seating, differentiated class material, small group extra help classes, supports for struggling students embedded in lessons, special education teacher support services, speech therapy, occupational therapy, mandated counseling and physical therapy programs.

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

This team will work closely to ensure that student instructional programs are in agreement with NYSED-CR Part 154 mandates and regulations including parent involvement procedures, course work, instruction and teacher professional development. The LAP team is designed to coordinate an academic plan to support and enhance all services for ELL students. The pupil accounting secretary intake team member, guidance counselor and translation coordinator will serve as points of contact between home and school.

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

We currently do not have students to service in these program models. The LAP Team is designed to coordinate an academic plan to support and enhance all services for ELL students. The pupil accounting intake team member, guidance counselor and translation coordinator will serve as points of contact between the home and school. The testing team ensures that all ELL & former ELL students are provided with testing modifications. The academic acceleration team works with all teachers to ensure that all ELL & former ELL students are provided with support via extra help classes in science, reading and math, as well as opportunities in the school's peer tutoring & Saturday programs. Teachers utilize Regent's and State Exam websites, the technology lab, school lab, laptop carts, google-docs, CASTLE LEARNING, ARIS and internet links to support ELL & former ELL students. The school's literacy & technology lead teachers work alongside the teaching staff to include the following materials into daily instruction: practice assessments, benchmarks assessments from CEP, Benchmarks, class novels, independent reading books, instructional hand-outs, in school curriculum maps, as well as core curriculum and Regent's review textbooks.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We currently do not have any ELL students.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
We currently do not have any ELL students.
6. How do you differentiate instruction for ELL subgroups?

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
Multiple pathways, scaffold instruction, graphic organizers, manipulatives, task sheets, ipads, videos, laptops, mathletics, castle learning, paired passages, flexibility in deadlines, peer tutoring, small group extra help, AIS, etc
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

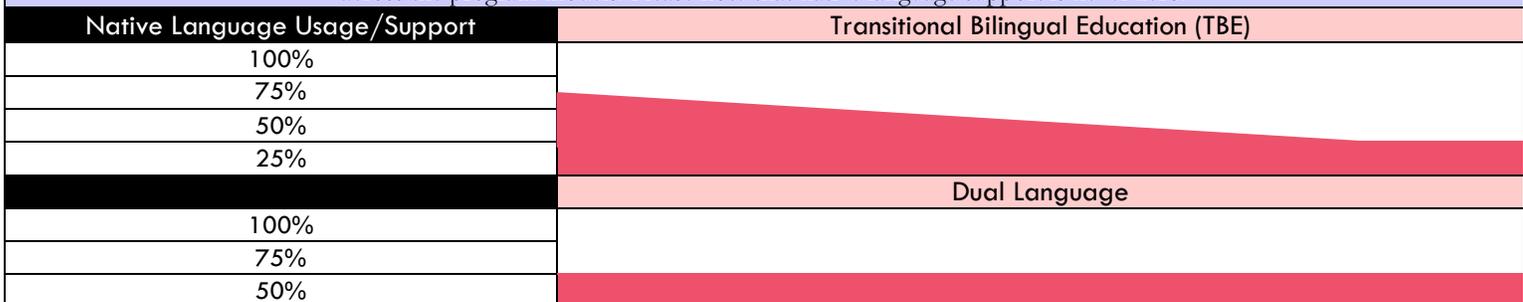
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



25%	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
N/A
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
N/A
11. What new programs or improvements will be considered for the upcoming school year?
N/A
12. What programs/services for ELLs will be discontinued and why?
N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
N/A
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
N/A:
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
N/A
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
N/A
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
N/A
18. What language electives are offered to ELLs?
N/A
19. For schools with dual language programs:
 - a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

Scholars' Instruction:

Expectations, Professional Development
And Initiatives

Mission

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

Theme

Remove Time & Place from Teaching & Learning

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

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

Initiative #1.

Common Core & State Standards Based Process & Content:

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

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

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

Initiative # 2.Purpose:

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

Initiative #3. Individual Coaching & Goal Setting:

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

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

Teams:

Common Core Standards

Inquiry

Professional Development

Cabinet

School Implementation Team

Special Needs Team

Pupil Personnel

Youth Development

Safety

LAP Team

PBIS Team

SLT and all other support staff will continue to:

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

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

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

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

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

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

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

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

D. Parental Involvement

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

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

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

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

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

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

E. Additional Information

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

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

Part VI: LAP Assurances

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

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q323** School Name: **THE SCHOLARS' ACADEMY**

Cluster: **1** Network: **112**

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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