



**2014-15**  
**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(SCEP)**

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

**11 X 270**

**School Name:**

**ACADEMY FOR SCHOLARSHIP AND ENTREPRENEURSHIP**

**Principal:**

**ZENOBIA WHITE**

## School Comprehensive Educational Plan (SCEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Academy For Scholarship and Entrepreneurship School Number (DBN): 11 X 270  
School Level: High School Grades Served: 9-12  
School Address: 921 East 228<sup>th</sup> Street, Bronx, NY 10466  
Phone Number: 718-696-3840 Fax: 718-696-4841  
School Contact Person: Dawn Harris Email Address: DHarris17@schools.nyc.gov  
Principal: Zenobia White  
UFT Chapter Leader: Arlene Whiteman  
Parents' Association President: Gina Status  
School Leadership Team Chairperson: Dawn Harris  
Student Representative(s): Kadeem Campbell, Krystal Ramroop

**District Information**

District: 11 Superintendent: Ms. Carron Staple  
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458  
Superintendent's Email Address: [cstaple@schools.nyc.gov](mailto:cstaple@schools.nyc.gov)  
Phone Number: 718-741-5852 Fax: 718-741-7098

**Cluster and Network Information**

Cluster Number: 603 Cluster Leader: Jose Ruiz  
Network Number: 717-828-5488 Network Leader: Lawrence Pendergast

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

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

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

| Name                               | Position and Constituent Group Represented  | Signature<br>(Blue Ink) |
|------------------------------------|---|-------------------------|
| Zenobia White/ Dawn Harris         | *Principal or Designee  |                         |
| Arlene Whiteman                    | *UFT Chapter Leader or Designee   |                         |
| Gina Status                        | *PA/PTA President or Designated Co-President  |                         |
| Denise Britton                     | DC 37 Representative, if applicable   |                         |
| Kadeem Campbell<br>Krystal Ramroop | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
| Tawana Butler                      | CBO Representative, if applicable   |                         |
| Beverly Moore                      | Member/ Parent  |                         |
| Sheri Powell                       | Member/ Parent  |                         |
| Sonya Ferguson                     | Member/ Parent  |                         |
| Julieta Arroyo                     | Member/ UFT   |                         |
| Gracia Richards                    | Member/ UFT   |                         |
| Kallicharan Balkaran               | Member/ UFT   |                         |
|                                    | Member/   |                         |

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

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

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

#### The Capacity Framework and SCEP Development

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



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

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

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

| The Six Elements of the Capacity Framework |   |
|--|---|
| 1.   | <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| 2.   | <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.   |
| 3.   | <b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.                  |
| 4.   | <b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.                                 |
| 5.   | <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                            |
| 6.   | <b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and  |

administrators value each other.

## Accountability Tools and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYSED's Six DTSDE Tenets

The DTSDE protocol includes a rubric, which identifies clear and coherent expectations of the optimal conditions of an effective school and school district across the following six tenets:

- Tenet 1: District Leadership and Capacity
- Tenet 2: School Leader Practices and Decisions
- Tenet 3: Curriculum Development and Support
- Tenet 4: Teacher Practices and Decisions
- Tenet 5: Student Social and Emotional Developmental Health, and
- Tenet 6: Family and Community Engagement.

### NYCDOE's Quality Review (QR)

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

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

### Next Steps for SCEP Development

School Leadership Teams should engage in the following steps:

7. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
8. **Step 2:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data, to self-rate your school for each SOP in Part 1 of the Needs Assessment.
9. **Step 3:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
10. **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
11. **Step 5:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
12. **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

#### Section 4: SCEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
  - School strengths, accomplishments, and challenges.
  - The DTSDE Tenet(s) in which your school made the most growth during the previous year and the key areas of focus for this school year.
- 
- The mission of the Academy for Scholarship and Entrepreneurship is to combine rigorous college and academic program with a world-class business curriculum that unleashes the talents and potentials of all scholars.
  - We are encouraged by the new partnerships formed with the New York Junior Tennis League and Farmingdale College which help us promote college readiness for all our students.
  - We are particularly proud of the increase in our combined 4 and 6 year graduation rate. Although our college readiness index increased last year we would like to see an even greater improvement this year. We have made the most improvement in DTSDE tenets 3 and 4. We have further defined our curricula across all contents areas to ensure that all students consistently have access to rigorous and cognitively engaging learning tasks; we are placing an increase emphasis on strategies that create differentiated entry points and quality support for a diversity of learners; and teachers are using strategies to check for understanding and using rubrics to support students with peer and self-assessment.
  - The key areas of focus for this year are to continue to refine our curriculum (tenets 3.3 and 4.5) with an emphasis on coherency and engagement, implementing literacy across (reading, writing and speaking) all content areas, improve our overall passing rate in the Global History regents and to increase the number of students that graduate college ready.

## 11X270 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |  |
|---|-----------------|---|--|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 376      SIG Recipient                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |  |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A      # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15)         |                 |   |  |
| # Special Classes   | 4               | # SETSS   | 9      # Integrated Collaborative Teaching             |
| Types and Number of Special Classes (2014-15)                   |                 |   |  |
| # Visual Arts   | N/A             | # Music   | 5      # Drama   |
| # Foreign Language  | 6               | # Dance   | N/A      # CTE   |
| School Composition (2013-14)                                    |                 |   |  |
| % Title I Population  | 73.6%           | % Attendance Rate                               | 88.0%  |
| % Free Lunch  | 76.2%           | % Reduced Lunch                                 | 6.0%   |
| % Limited English Proficient                                    | 7.8%            | % Students with Disabilities                    | 22.7%  |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |  |
| % American Indian or Alaska Native                              | 0.7%            | % Black or African American                     | 64.5%  |
| % Hispanic or Latino  | 31.4%           | % Asian or Native Hawaiian/Pacific Islander     | 2.1%   |
| % White   | 1.1%            | % Multi-Racial                                  | N/A  |
| Personnel (2014-15)   |                 |   |  |
| Years Principal Assigned to School (2014-15)                    | 9.34            | # of Assistant Principals (2014-15)             | 2  |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2  |
| Personnel (2013-14)   |                 |   |  |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 13.1%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%            | Average Teacher Absences (2013-14)              | 9.07   |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |  |
| ELA Performance at levels 3 & 4                                 | 20.5%           | Mathematics Performance at levels 3 & 4         | 5.7%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A             | Science Performance at levels 3 & 4 (8th Grade) | 33.3%  |
| Student Performance for High Schools (2012-13)                  |                 |   |  |
| ELA Performance at levels 3 & 4                                 | 67.6%           | Mathematics Performance at levels 3 & 4         | 58.3%  |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |  |
| % of 1st year students who earned 10+ credits                   | 71.4%           | % of 2nd year students who earned 10+ credits   | 73.1%  |
| % of 3rd year students who earned 10+ credits                   | 69.3%           | 4 Year Graduation Rate                          | 68.1%  |
| 6 Year Graduation Rate  | 76.7%           |   |  |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |  |
| Reward  |                 | Recognition                                     |  |
| In Good Standing  |                 | Local Assistance Plan                           |  |
| Focus District  | X               | Focus School Identified by a Focus District     | X  |
| Priority School   |                 |   |  |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| <b>Accountability Status – High Schools</b>                     |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | YES             |   |  |

## 11X270 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |  |
|---|-----------------|---|--|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 376      SIG Recipient                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |  |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A      # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15)         |                 |   |  |
| # Special Classes   | 4               | # SETSS   | 9      # Integrated Collaborative Teaching             |
| Types and Number of Special Classes (2014-15)                   |                 |   |  |
| # Visual Arts   | N/A             | # Music   | 5      # Drama   |
| # Foreign Language  | 6               | # Dance   | N/A      # CTE   |
| School Composition (2013-14)                                    |                 |   |  |
| % Title I Population  | 73.6%           | % Attendance Rate                               | 88.0%  |
| % Free Lunch  | 76.2%           | % Reduced Lunch                                 | 6.0%   |
| % Limited English Proficient                                    | 7.8%            | % Students with Disabilities                    | 22.7%  |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |  |
| % American Indian or Alaska Native                              | 0.7%            | % Black or African American                     | 64.5%  |
| % Hispanic or Latino  | 31.4%           | % Asian or Native Hawaiian/Pacific Islander     | 2.1%   |
| % White   | 1.1%            | % Multi-Racial                                  | N/A  |
| Personnel (2014-15)   |                 |   |  |
| Years Principal Assigned to School (2014-15)                    | 9.34            | # of Assistant Principals (2014-15)             | 2  |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2  |
| Personnel (2013-14)   |                 |   |  |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 13.1%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%            | Average Teacher Absences (2013-14)              | 9.07   |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |  |
| ELA Performance at levels 3 & 4                                 | 20.5%           | Mathematics Performance at levels 3 & 4         | 5.7%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A             | Science Performance at levels 3 & 4 (8th Grade) | 33.3%  |
| Student Performance for High Schools (2012-13)                  |                 |   |  |
| ELA Performance at levels 3 & 4                                 | 67.6%           | Mathematics Performance at levels 3 & 4         | 58.3%  |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |  |
| % of 1st year students who earned 10+ credits                   | 71.4%           | % of 2nd year students who earned 10+ credits   | 73.1%  |
| % of 3rd year students who earned 10+ credits                   | 69.3%           | 4 Year Graduation Rate                          | 68.1%  |
| 6 Year Graduation Rate  | 76.7%           |   |  |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |  |
| Reward  |                 | Recognition                                     |  |
| In Good Standing  |                 | Local Assistance Plan                           |  |
| Focus District  | X               | Focus School Identified by a Focus District     | X  |
| Priority School   |                 |   |  |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| <b>Accountability Status – High Schools</b>                     |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | YES             |   |  |

## 11X270 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |  |
|---|-----------------|---|--|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 376      SIG Recipient                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |  |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A      # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15)         |                 |   |  |
| # Special Classes   | 4               | # SETSS   | 9      # Integrated Collaborative Teaching             |
| Types and Number of Special Classes (2014-15)                   |                 |   |  |
| # Visual Arts   | N/A             | # Music   | 5      # Drama   |
| # Foreign Language  | 6               | # Dance   | N/A      # CTE   |
| School Composition (2013-14)                                    |                 |   |  |
| % Title I Population  | 73.6%           | % Attendance Rate                               | 88.0%  |
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| % Hispanic or Latino  | 31.4%           | % Asian or Native Hawaiian/Pacific Islander     | 2.1%   |
| % White   | 1.1%            | % Multi-Racial                                  | N/A  |
| Personnel (2014-15)   |                 |   |  |
| Years Principal Assigned to School (2014-15)                    | 9.34            | # of Assistant Principals (2014-15)             | 2  |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2  |
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| ELA Performance at levels 3 & 4                                 | 67.6%           | Mathematics Performance at levels 3 & 4         | 58.3%  |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |  |
| % of 1st year students who earned 10+ credits                   | 71.4%           | % of 2nd year students who earned 10+ credits   | 73.1%  |
| % of 3rd year students who earned 10+ credits                   | 69.3%           | 4 Year Graduation Rate                          | 68.1%  |
| 6 Year Graduation Rate  | 76.7%           |   |  |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |  |
| Reward  |                 | Recognition                                     |  |
| In Good Standing  |                 | Local Assistance Plan                           |  |
| Focus District  | X               | Focus School Identified by a Focus District     | X  |
| Priority School   |                 |   |  |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| <b>Accountability Status – High Schools</b>                     |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | YES             |   |  |

## 11X270 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |  |
|---|-----------------|---|--|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 376      SIG Recipient                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |  |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A      # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15)         |                 |   |  |
| # Special Classes   | 4               | # SETSS   | 9      # Integrated Collaborative Teaching             |
| Types and Number of Special Classes (2014-15)                   |                 |   |  |
| # Visual Arts   | N/A             | # Music   | 5      # Drama   |
| # Foreign Language  | 6               | # Dance   | N/A      # CTE   |
| School Composition (2013-14)                                    |                 |   |  |
| % Title I Population  | 73.6%           | % Attendance Rate                               | 88.0%  |
| % Free Lunch  | 76.2%           | % Reduced Lunch                                 | 6.0%   |
| % Limited English Proficient                                    | 7.8%            | % Students with Disabilities                    | 22.7%  |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |  |
| % American Indian or Alaska Native                              | 0.7%            | % Black or African American                     | 64.5%  |
| % Hispanic or Latino  | 31.4%           | % Asian or Native Hawaiian/Pacific Islander     | 2.1%   |
| % White   | 1.1%            | % Multi-Racial                                  | N/A  |
| Personnel (2014-15)   |                 |   |  |
| Years Principal Assigned to School (2014-15)                    | 9.34            | # of Assistant Principals (2014-15)             | 2  |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2  |
| Personnel (2013-14)   |                 |   |  |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 13.1%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%            | Average Teacher Absences (2013-14)              | 9.07   |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |  |
| ELA Performance at levels 3 & 4                                 | 20.5%           | Mathematics Performance at levels 3 & 4         | 5.7%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A             | Science Performance at levels 3 & 4 (8th Grade) | 33.3%  |
| Student Performance for High Schools (2012-13)                  |                 |   |  |
| ELA Performance at levels 3 & 4                                 | 67.6%           | Mathematics Performance at levels 3 & 4         | 58.3%  |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |  |
| % of 1st year students who earned 10+ credits                   | 71.4%           | % of 2nd year students who earned 10+ credits   | 73.1%  |
| % of 3rd year students who earned 10+ credits                   | 69.3%           | 4 Year Graduation Rate                          | 68.1%  |
| 6 Year Graduation Rate  | 76.7%           |   |  |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |  |
| Reward  |                 | Recognition                                     |  |
| In Good Standing  |                 | Local Assistance Plan                           |  |
| Focus District  | X               | Focus School Identified by a Focus District     | X  |
| Priority School   |                 |   |  |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| <b>Accountability Status – High Schools</b>                     |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | YES             |   |  |

## 11X270 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |  |
|---|-----------------|---|--|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 376      SIG Recipient                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |  |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A      # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15)         |                 |   |  |
| # Special Classes   | 4               | # SETSS   | 9      # Integrated Collaborative Teaching             |
| Types and Number of Special Classes (2014-15)                   |                 |   |  |
| # Visual Arts   | N/A             | # Music   | 5      # Drama   |
| # Foreign Language  | 6               | # Dance   | N/A      # CTE   |
| School Composition (2013-14)                                    |                 |   |  |
| % Title I Population  | 73.6%           | % Attendance Rate                               | 88.0%  |
| % Free Lunch  | 76.2%           | % Reduced Lunch                                 | 6.0%   |
| % Limited English Proficient                                    | 7.8%            | % Students with Disabilities                    | 22.7%  |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |  |
| % American Indian or Alaska Native                              | 0.7%            | % Black or African American                     | 64.5%  |
| % Hispanic or Latino  | 31.4%           | % Asian or Native Hawaiian/Pacific Islander     | 2.1%   |
| % White   | 1.1%            | % Multi-Racial                                  | N/A  |
| Personnel (2014-15)   |                 |   |  |
| Years Principal Assigned to School (2014-15)                    | 9.34            | # of Assistant Principals (2014-15)             | 2  |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2  |
| Personnel (2013-14)   |                 |   |  |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 13.1%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%            | Average Teacher Absences (2013-14)              | 9.07   |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |  |
| ELA Performance at levels 3 & 4                                 | 20.5%           | Mathematics Performance at levels 3 & 4         | 5.7%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A             | Science Performance at levels 3 & 4 (8th Grade) | 33.3%  |
| Student Performance for High Schools (2012-13)                  |                 |   |  |
| ELA Performance at levels 3 & 4                                 | 67.6%           | Mathematics Performance at levels 3 & 4         | 58.3%  |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |  |
| % of 1st year students who earned 10+ credits                   | 71.4%           | % of 2nd year students who earned 10+ credits   | 73.1%  |
| % of 3rd year students who earned 10+ credits                   | 69.3%           | 4 Year Graduation Rate                          | 68.1%  |
| 6 Year Graduation Rate  | 76.7%           |   |  |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |  |
| Reward  |                 | Recognition                                     |  |
| In Good Standing  |                 | Local Assistance Plan                           |  |
| Focus District  | X               | Focus School Identified by a Focus District     | X  |
| Priority School   |                 |   |  |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| <b>Accountability Status – High Schools</b>                     |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | YES             |   |  |

## 11X270 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |  |
|---|-----------------|---|--|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 376      SIG Recipient                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |  |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A      # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15)         |                 |   |  |
| # Special Classes   | 4               | # SETSS   | 9      # Integrated Collaborative Teaching             |
| Types and Number of Special Classes (2014-15)                   |                 |   |  |
| # Visual Arts   | N/A             | # Music   | 5      # Drama   |
| # Foreign Language  | 6               | # Dance   | N/A      # CTE   |
| School Composition (2013-14)                                    |                 |   |  |
| % Title I Population  | 73.6%           | % Attendance Rate                               | 88.0%  |
| % Free Lunch  | 76.2%           | % Reduced Lunch                                 | 6.0%   |
| % Limited English Proficient                                    | 7.8%            | % Students with Disabilities                    | 22.7%  |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |  |
| % American Indian or Alaska Native                              | 0.7%            | % Black or African American                     | 64.5%  |
| % Hispanic or Latino  | 31.4%           | % Asian or Native Hawaiian/Pacific Islander     | 2.1%   |
| % White   | 1.1%            | % Multi-Racial                                  | N/A  |
| Personnel (2014-15)   |                 |   |  |
| Years Principal Assigned to School (2014-15)                    | 9.34            | # of Assistant Principals (2014-15)             | 2  |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        | 2  |
| Personnel (2013-14)   |                 |   |  |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       | 13.1%  |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%            | Average Teacher Absences (2013-14)              | 9.07   |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |  |
| ELA Performance at levels 3 & 4                                 | 20.5%           | Mathematics Performance at levels 3 & 4         | 5.7%   |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A             | Science Performance at levels 3 & 4 (8th Grade) | 33.3%  |
| Student Performance for High Schools (2012-13)                  |                 |   |  |
| ELA Performance at levels 3 & 4                                 | 67.6%           | Mathematics Performance at levels 3 & 4         | 58.3%  |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |  |
| % of 1st year students who earned 10+ credits                   | 71.4%           | % of 2nd year students who earned 10+ credits   | 73.1%  |
| % of 3rd year students who earned 10+ credits                   | 69.3%           | 4 Year Graduation Rate                          | 68.1%  |
| 6 Year Graduation Rate  | 76.7%           |   |  |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |  |
| Reward  |                 | Recognition                                     |  |
| In Good Standing  |                 | Local Assistance Plan                           |  |
| Focus District  | X               | Focus School Identified by a Focus District     | X  |
| Priority School   |                 |   |  |
| <b>Accountability Status – Elementary and Middle Schools</b>    |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| <b>Accountability Status – High Schools</b>                     |                 |   |  |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | NO   |
| Hispanic or Latino  | N/A             | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | NO              |   |  |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |                 |   |  |
| American Indian or Alaska Native                                | N/A             | Black or African American                       | YES  |
| Hispanic or Latino  | NO              | Asian or Native Hawaiian/Other Pacific Islander | N/A  |
| White   | N/A             | Multi-Racial                                    | N/A  |
| Students with Disabilities                                      | N/A             | Limited English Proficient                      | N/A  |
| Economically Disadvantaged                                      | YES             |   |  |

### 11X270 School Information Sheet Key

| School Configuration (2014-15)                                  |                 |   |     |   |
|---|-----------------|---|-----|---|
| Grade Configuration   | 09,10,<br>11,12 | Total Enrollment                                | 376 | SIG Recipient                                 |
| Types and Number of English Language Learner Classes (2014-15)  |                 |   |     |   |
| # Transitional Bilingual  | N/A             | # Dual Language                                 | N/A | # Self-Contained English as a Second Language |
| Types and Number of Special Education Classes (2014-15)         |                 |   |     |   |
| # Special Classes   | 4               | # SETSS   | 9   | # Integrated Collaborative Teaching           |
| Types and Number of Special Classes (2014-15)                   |                 |   |     |   |
| # Visual Arts   | N/A             | # Music   | 5   | # Drama                                       |
| # Foreign Language  | 6               | # Dance   | N/A | # CTE   |
| School Composition (2013-14)                                    |                 |   |     |   |
| % Title I Population  | 73.6%           | % Attendance Rate                               |     | 88.0%   |
| % Free Lunch  | 76.2%           | % Reduced Lunch                                 |     | 6.0%  |
| % Limited English Proficient                                    | 7.8%            | % Students with Disabilities                    |     | 22.7%   |
| Racial/Ethnic Origin (2013-14)                                  |                 |   |     |   |
| % American Indian or Alaska Native                              | 0.7%            | % Black or African American                     |     | 64.5%   |
| % Hispanic or Latino  | 31.4%           | % Asian or Native Hawaiian/Pacific Islander     |     | 2.1%  |
| % White   | 1.1%            | % Multi-Racial                                  |     | N/A   |
| Personnel (2014-15)   |                 |   |     |   |
| Years Principal Assigned to School (2014-15)                    | 9.34            | # of Assistant Principals (2014-15)             |     | 2   |
| # of Deans (2014-15)  | N/A             | # of Counselors/Social Workers (2014-15)        |     | 2   |
| Personnel (2013-14)   |                 |   |     |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A             | % Teaching Out of Certification (2013-14)       |     | 13.1%   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%            | Average Teacher Absences (2013-14)              |     | 9.07  |
| Student Performance for Elementary and Middle Schools (2013-14) |                 |   |     |   |
| ELA Performance at levels 3 & 4                                 | 20.5%           | Mathematics Performance at levels 3 & 4         |     | 5.7%  |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A             | Science Performance at levels 3 & 4 (8th Grade) |     | 33.3%   |
| Student Performance for High Schools (2012-13)                  |                 |   |     |   |
| ELA Performance at levels 3 & 4                                 | 67.6%           | Mathematics Performance at levels 3 & 4         |     | 58.3%   |
| Credit Accumulation High Schools Only (2013-14)                 |                 |   |     |   |
| % of 1st year students who earned 10+ credits                   | 71.4%           | % of 2nd year students who earned 10+ credits   |     | 73.1%   |
| % of 3rd year students who earned 10+ credits                   | 69.3%           | 4 Year Graduation Rate                          |     | 68.1%   |
| 6 Year Graduation Rate  | 76.7%           |   |     |   |
| Overall NYSED Accountability Status (2014-15)                   |                 |   |     |   |
| Reward  |                 | Recognition                                     |     |   |
| In Good Standing  |                 | Local Assistance Plan                           |     |   |
| Focus District  | X               | Focus School Identified by a Focus District     |     | X   |
| Priority School   |                 |   |     |   |

#### Accountability Status – Elementary and Middle Schools

| Met Adequate Yearly Progress (AYP) in ELA (2012-13)         |     |   |  |     |
|---|-----|---|--|-----|
| American Indian or Alaska Native                            | N/A | Black or African American                       |  | YES |
| Hispanic or Latino  | NO  | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                  | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                  | NO  |   |  |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13) |     |   |  |     |
| American Indian or Alaska Native                            | N/A | Black or African American                       |  | NO  |
| Hispanic or Latino  | NO  | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                  | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                  | NO  |   |  |     |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)     |     |   |  |     |
| American Indian or Alaska Native                            | N/A | Black or African American                       |  | NO  |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                  | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                  | NO  |   |  |     |

#### Accountability Status – High Schools

| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |     |   |  |     |
|---|-----|---|--|-----|
| American Indian or Alaska Native                                | N/A | Black or African American                       |  | NO  |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                      | NO  |   |  |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |     |   |  |     |
| American Indian or Alaska Native                                | N/A | Black or African American                       |  | NO  |
| Hispanic or Latino  | N/A | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                      | NO  |   |  |     |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |     |   |  |     |
| American Indian or Alaska Native                                | N/A | Black or African American                       |  | YES |
| Hispanic or Latino  | NO  | Asian or Native Hawaiian/Other Pacific Islander |  | N/A |
| White   | N/A | Multi-Racial                                    |  | N/A |
| Students with Disabilities                                      | N/A | Limited English Proficient                      |  | N/A |
| Economically Disadvantaged                                      | YES |   |  |     |

### 11X270 School Information Sheet Key

| School Configuration (2014-15) |                 |                  |     |               |
|--------------------------------|-----------------|------------------|-----|---------------|
| Grade Configuration            | 09,10,<br>11,12 | Total Enrollment | 376 | SIG Recipient |

| Types and Number of English Language Learner Classes (2014-15)  |       |   |     |   |     |
|---|-------|---|-----|---|-----|
| # Transitional Bilingual  | N/A   | # Dual Language                                 | N/A | # Self-Contained English as a Second Language | N/A |
| Types and Number of Special Education Classes (2014-15)         |       |   |     |   |     |
| # Special Classes   | 4     | # SETSS   | 9   | # Integrated Collaborative Teaching           | 21  |
| Types and Number of Special Classes (2014-15)                   |       |   |     |   |     |
| # Visual Arts   | N/A   | # Music   | 5   | # Drama                                       | N/A |
| # Foreign Language  | 6     | # Dance   | N/A | # CTE   | 2   |
| School Composition (2013-14)                                    |       |   |     |   |     |
| % Title I Population  | 73.6% | % Attendance Rate                               |     | 88.0%   |     |
| % Free Lunch  | 76.2% | % Reduced Lunch                                 |     | 6.0%  |     |
| % Limited English Proficient                                    | 7.8%  | % Students with Disabilities                    |     | 22.7%   |     |
| Racial/Ethnic Origin (2013-14)                                  |       |   |     |   |     |
| % American Indian or Alaska Native                              | 0.7%  | % Black or African American                     |     | 64.5%   |     |
| % Hispanic or Latino  | 31.4% | % Asian or Native Hawaiian/Pacific Islander     |     | 2.1%  |     |
| % White   | 1.1%  | % Multi-Racial                                  |     | N/A   |     |
| Personnel (2014-15)   |       |   |     |   |     |
| Years Principal Assigned to School (2014-15)                    | 9.34  | # of Assistant Principals (2014-15)             |     | 2   |     |
| # of Deans (2014-15)  | N/A   | # of Counselors/Social Workers (2014-15)        |     | 2   |     |
| Personnel (2013-14)   |       |   |     |   |     |
| % of Teachers with No Valid Teaching Certificate (2013-14)      | N/A   | % Teaching Out of Certification (2013-14)       |     | 13.1%   |     |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      | 0.3%  | Average Teacher Absences (2013-14)              |     | 9.07  |     |
| Student Performance for Elementary and Middle Schools (2013-14) |       |   |     |   |     |
| ELA Performance at levels 3 & 4                                 | 20.5% | Mathematics Performance at levels 3 & 4         |     | 5.7%  |     |
| Science Performance at levels 3 & 4 (4th Grade)                 | N/A   | Science Performance at levels 3 & 4 (8th Grade) |     | 33.3%   |     |
| Student Performance for High Schools (2012-13)                  |       |   |     |   |     |
| ELA Performance at levels 3 & 4                                 | 67.6% | Mathematics Performance at levels 3 & 4         |     | 58.3%   |     |
| Credit Accumulation High Schools Only (2013-14)                 |       |   |     |   |     |
| % of 1st year students who earned 10+ credits                   | 71.4% | % of 2nd year students who earned 10+ credits   |     | 73.1%   |     |
| % of 3rd year students who earned 10+ credits                   | 69.3% | 4 Year Graduation Rate                          |     | 68.1%   |     |
| 6 Year Graduation Rate  | 76.7% |   |     |   |     |
| Overall NYSED Accountability Status (2014-15)                   |       |   |     |   |     |
| Reward  |       | Recognition                                     |     |   |     |
| In Good Standing  |       | Local Assistance Plan                           |     |   |     |
| Focus District  | X     | Focus School Identified by a Focus District     |     | X   |     |
| Priority School   |       |   |     |   |     |
| Accountability Status – Elementary and Middle Schools           |       |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |       |   |     |   |     |
| American Indian or Alaska Native                                | N/A   | Black or African American                       |     | YES   |     |
| Hispanic or Latino  | NO    | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A   | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A   | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | NO    |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |       |   |     |   |     |
| American Indian or Alaska Native                                | N/A   | Black or African American                       |     | NO  |     |
| Hispanic or Latino  | NO    | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A   | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A   | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | NO    |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |       |   |     |   |     |
| American Indian or Alaska Native                                | N/A   | Black or African American                       |     | NO  |     |
| Hispanic or Latino  | N/A   | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A   | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A   | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | NO    |   |     |   |     |
| Accountability Status – High Schools                            |       |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in ELA (2012-13)             |       |   |     |   |     |
| American Indian or Alaska Native                                | N/A   | Black or African American                       |     | NO  |     |
| Hispanic or Latino  | N/A   | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A   | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A   | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | NO    |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |       |   |     |   |     |
| American Indian or Alaska Native                                | N/A   | Black or African American                       |     | NO  |     |
| Hispanic or Latino  | N/A   | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A   | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A   | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | NO    |   |     |   |     |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13) |       |   |     |   |     |
| American Indian or Alaska Native                                | N/A   | Black or African American                       |     | YES   |     |
| Hispanic or Latino  | NO    | Asian or Native Hawaiian/Other Pacific Islander |     | N/A   |     |
| White   | N/A   | Multi-Racial                                    |     | N/A   |     |
| Students with Disabilities                                      | N/A   | Limited English Proficient                      |     | N/A   |     |
| Economically Disadvantaged                                      | YES   |   |     |   |     |

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

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:**

- For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.
- For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| <b>Tenet 3 Statement of Practice (SOP) Addressed</b> |   | <b>HEDI Rating</b> |
|--|---|--------------------|
| 3.2  | The school leader and staff support and facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) in Pre K-12.  | E                  |
| 3.3  | Teachers ensure that unit and lesson plans that are appropriately aligned to the CCLS coherent curriculum introduce complex materials that stimulate higher-order thinking and build deep conceptual understanding and knowledge around specific content. | D                  |
| 3.4  | The school leader and teachers ensure that teacher collaboration within and across grades and subjects exists to enable students to have access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.         | E                  |
| 3.5  | The school leader and teachers develop a data-driven culture based on student needs, assessments and analysis, which leads to strategic action-planning that informs instruction and results in greater student achievement outcomes.                     | E                  |

**Part 1b. Needs/Areas for Improvement:**

- Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of Developing and Ineffective.
- Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Our area of strength for Tenet 3 is SOP 3.4; insofar as leaders and teachers ensure that teacher collaborate within and across grades and subject on a weekly basis which enables students to access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities.
- Our area of focus for Tenet 3 is SOP 3.3. The development of more complex curriculum that stimulates higher order thinking and deep conceptual understanding is something that our school community needs to strengthen, as evidenced by the following recommendation from our SY 2013-14 PFQR:
  - In order for the school's strategy and practices to align with the concepts in the Effective column of Tenet 3 the school should continue to revise and refine curriculum design and implementation so that unit and lesson plans across all grades, content areas and classes incorporate a progression of sequenced and scaffolded skills for all groups of students, including students with disabilities and English language learners, and use a variety of complex materials aligned to the Common Core Learning Standards. (3.3)
- From SY 13-14 School Quality Guide:
  - Percent of students earning 10+ credits in first year: 71% (41<sup>st</sup> percentile in peer group, 36<sup>th</sup> percentile citywide)
  - Percent of students in school’s lowest third earning 10+ credits in first year: 64% (58<sup>th</sup> percentile in peer group, 48<sup>th</sup> percentile citywide)

## Part 2 – Annual Goal

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

During the 2014-15 school year, teacher teams will work together to produce unit plans that are CCLS-aligned, utilize D.O.K. level 3/4 activities and performance tasks, and engage students in higher order thinking and discussion that will result in an 8% increase in ninth grade students earning 10+ credits by June 2015.

## Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i>   | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol> |  |   |  |
| Professional Development that focuses on critical thinking and the development of higher order thinking questions.  | All Teachers   | Fall 2014   | Principal, Assistant Principal, and Lead Teachers  |
| Lesson studies will be conducted jointly with the Special Education teachers, General Education Teacher and English Language Learners teacher to ensure needs of students with disabilities and English Language Learners are addressed.  | Students with disabilities and English Language Learners | Fall 2014 and Spring 2014)                                | Principal , Assistant Principal and Lead Teachers  |
| Parents will be invited to attend monthly teacher directed sessions based on the monthly professional development focus   | Parents  | Fall 2014 and Spring 2014                                 | Principal, Teachers and Parent Coordinator   |
| The entire learning community will engage in various team-building activities to build trust during professional development, parent teacher conferences, and other parents meetings.   | Entire Learning Community                                | Fall 2014 and Spring 2015                                 | Principal, Parent Coordinator, Assistant Principal and Lead Teachers                                     |

## Part 4 – Resources Needed

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

- Class coverages for teachers to participate in walkthroughs. (Tax Levy) 5 days/5-7 coverages per day
- PM school to support our students in credit accumulation. (P/F Set-aside)
- Teacher Per Session ( 2 Teachers/ 12 weeks/ 24 days/ 96 hrs)
- Admin Per Session (1 Administrator/12 weeks/24 days/ 48 hrs)
- Guidance Counselor Per session (1 Guidance Counselor/ 4 weeks/4 days/ 4 hrs)
- .....Secretary Per Session ( 1 secretary 12 weeks/24 days/ 48 hrs)
- .....Student interns/peer tutoring (12 weeks/24 days/48 hours)
- Funding for on-track Fall and Spring incentive trips
- Saturday Academy in order to help students to review for the Regents exams. (P/F Set-aside)

- Teacher Per Session (5 Teachers/8 weeks/ 8 days/ 70 hrs)
- Admin Per Session (1 Administrator/8 weeks/ 8 days/ 24 hrs)
- Guidance Counselor Per session (1 Guidance Counselor/2 weeks/2 days/4 hrs)
- Payment of yearly contract with Atlas Rubicon in order to upload all unit plans. (Tax Levy)

**Part 5 – Budget and Resource Alignment**

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

|   |                 |  |                      |  |                        |  |                  |  |                  |   |                      |  |               |
|---|-----------------|--|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|
| X | <b>Tax Levy</b> |  | <b>Title I Basic</b> |  | <b>Title I 1003(a)</b> |  | <b>Title IIA</b> |  | <b>Title III</b> | X | <b>P/F Set-aside</b> |  | <b>Grants</b> |
|---|-----------------|--|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

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

By February 2015, there will be an 6% increase in the percentage of 9<sup>th</sup> grade students who have earned 5+ credits in the Fall 2014 term when compared to the percentage of 9<sup>th</sup> grade students who earned 5+ credits in the Fall 2013 term.

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

|  |  |     |  |    |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul> |  | Yes |  | No |
|--|--|-----|--|----|

- If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:**

5. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

6. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| <b>Tenet 5 Statement of Practice (SOP) Addressed</b> |  | <b>HEDI Rating</b> |
|--|--|--------------------|
| 5.2  | The school cultivates the development of overarching systems and partnerships that support and sustain social and emotional developmental health.  | E                  |
| 5.3  | The school articulates and systematically promotes a vision for social and emotional developmental health that is connected to learning experiences and results in building a safer and healthier environment for families, teachers and students. | E                  |
| 5.4  | All school constituents are able to articulate how the school community is safe, conducive to learning and fosters a sense of ownership that leads to greater student outcomes.  | E                  |
| 5.5  | The school leader and student support staff work together to develop teachers’ ability to use data to respond to students’ social and emotional developmental health needs, so students can become academically and socially successful.           | D                  |

**Part 1b. Needs/Areas for Improvement:**

7. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

8. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Our area of strength for Tenet 5 is SOP 5.2; insofar as our school cultivates the development of systems and partnerships that support and sustain social and emotional developmental health. We work with the New York Tennis League in order to provide after school programs that give students an outlet for their social needs and we hold ongoing grade meetings in order to discuss the needs of our students to ensure their success. Additionally, we have two guidance counselors and we have an in school clinic run that takes mental health referrals.
- Our area of focus for Tenet 5 is SOP 5.5. This SOP was referenced as a “next step” area in our most recent PFQR:
  - Continue to engage a diverse range of stakeholders as part of the school’s plan to collect, analyze, and use a wide variety of data to address student academic, social and emotional developmental health needs. (5.5)

The school is committed to developing a system by which school leaders and staff collaborate utilizing school data in order to respond to students’ social and emotional developmental health needs to ensure their overall success. As part of our efforts to improve our systems, we will engage the following identified areas for improvement:

- Scheduling ongoing child study team meetings and adhering to our school wide ladder of referral.
- Have ongoing school wide child study teams through our subject team meetings to identify students that are at risk.

- Continue to develop a referral system that will hold our community accountable to support those students requiring social emotional support.
- From SY 2013-14 School Survey
  - Overall satisfaction rate for “Systems for Improvement” – 72% (14% below citywide average)
  - Overall satisfaction rate for “School Culture” – 71% (15% below citywide average)
- From SY 2013-14 OORS Data
  - 138 Total Incidents in SY 13-14
  - 19 Level 4+ Incidents in SY 13-14

**Part 2 – Annual Goal**

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

During the 2014-2015 School Year, the school will implement a positive behavior program with socio-emotional counseling in collaboration with the NY Junior Tennis & Learning Program that will result in a 10% reduction in Level 5 Incidents reflected on the OORS reports.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>● Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>● Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>● Strategies to increase parent involvement and engagement</li> <li>● Activities that address the Capacity Framework element of Trust</li> </ul> | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| Hold grade team meetings which would include the guidance counselors and the teachers to build trust.  | Students at risk                                       | September   | Ms. White<br>Teachers  |
| Hold meetings with the Special Educators and the general education students to discuss the progress and emotional needs of the students.   | Special Education students                             | September   | Ms. White<br>Faculty   |
| Parent coordinator will work with the parent association to provide workshops to parents to build trust<br>Parent coordinator will provide newsletters to promote events and celebration during the school year.   | Parents  | September-June  | Ms. White<br>Parent Coordinator  |
| Guidance counselors will schedule before or after school meeting with parents to discuss students’ academic and emotional needs and build trust.   | Parents<br>Students                                    | September-June  | Ms. White<br>Guidance Counselors   |

**Part 4 – Resources Needed**

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

- Per session for evening meetings to ensure the participation of pertinent staff members in parent meetings. (P/F Set-aside)
- Teacher Per Session (10 teachers/5 weeks/ 5 days/ 100hrs)
- Admin Per Session (1 Administrator /5 weeks/5 days/ 10hrs)
- Guidance Counselor Per session (1 Guidance Counselor/5 weeks/ 5 days/ 10hrs)
- .....Secretary Per Session (1 secretary 5 weeks/5 days/ 10 hours)
- .....Student interns/peer mediators
- Equipment (Interactive whiteboard and accessories)
- Computer Desks and Chairs
- Schedule time within the schedule to hold grade meetings in order to engage staff members in addressing the needs for at risk student across all subject areas.
- Purchase our contract for the use of Skedula so teachers can keep anecdotal records of student performance. (Tax Levy)

**Part 5 – Budget and Resource Alignment**

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

|   |                 |  |                      |  |                        |  |                  |  |                  |   |                      |  |               |
|---|-----------------|--|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|
| X | <b>Tax Levy</b> |  | <b>Title I Basic</b> |  | <b>Title I 1003(a)</b> |  | <b>Title IIA</b> |  | <b>Title III</b> | X | <b>P/F Set-aside</b> |  | <b>Grants</b> |
|---|-----------------|--|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

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

By February 2015 there will be an 8% reduction in the YTD number of Level 5 incidents as reported on OORS when compared to the Level 5 YTD incident total for September 2013 – February 2014.

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

|  |  |     |  |    |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|--|--|-----|--|----|

• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. *(Aligned to DTSDE Tenet 4: Teacher Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:**  
 9. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.  
 10. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| <b>Tenet 4 Statement of Practice (SOP) Addressed</b> |  | <b>HEDI Rating</b> |
|--|--|--------------------|
| 4.2  | Teachers use instructional practices and strategies organized around annual, unit and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry.                          | E                  |
| 4.3  | Teachers provide coherent, appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students to achieve targeted goals.                                   | E                  |
| 4.4  | Teachers create a safe environment that is responsive to students’ varied experiences, tailored to the strengths and needs of all students, and leads to high levels of student engagement and inquiry.                        | E                  |
| 4.5  | Teachers use a variety of data sources including screening, interim measures and progress monitoring to inform lesson planning, develop explicit teacher plans and foster student participation in their own learning process. | D                  |

**Part 1b. Needs/Areas for Improvement:**  
 11. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.  
 12. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Our area of strengths for Tenet 4 is SOP 4.2; teachers use instructional practices and strategies organized around annual, unit, and daily lesson plans to meet established student goals and promote high levels of student engagement and inquiry. Also, teachers do provide coherent, appropriately aligned Common Core Learning Standards-based instructions that leads to multiple points of access for all students to achieve targeted goals.
- Our area of focus for Tenet 4 is SOP 4.5. Key feedback from the school’s SY 13-14 PFQR recommended that teachers consider a variety of data sources including screening, interim measures, and progress monitoring to inform lesson planning and foster student participation in their own learning process:
  - Continue to revise and refine formative and summative assessment practices so that assessment data can inform instructional decision-making, including student grouping and instructional strategies. (4.5)

This will be accomplished through professional development geared toward data analysis and through review of curriculum.
- 28.4% pass rate on June 2014 administration of Global History & Geography Regents exam
- 0.43 Weighted Regents Pass Rate for SY 13-14 administrations of Global History & Geography Regents exam

## Part 2 – Annual Goal

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

During the 2014-15 school year, ongoing professional development will be provided for teachers with a focus on formative assessment tools to monitor and track all students (including Special Needs and English Language Learners) participation, understanding, and content specific skills which will result in a 15% increase in the pass rate on the June 2015 administration of the Global History & Geography Regents exam. Specifically, the pass rate will move from 28.4% to 43.4%.

## Part 3 – Action Plan

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul> | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| Provide professional development through lead teachers in strategies to conduct formative assessment   | Teachers   | September-June  | Ms. White  |
| Teachers will participate in peer-walkthroughs to monitor the implementation of formative assessment strategies.   | Teachers   | September-October   | Ms. White  |
| Social Studies will engage in Network and school support to build trust and to imbed specific skills into the curriculum to ensure success in the Social Studies Regents exam.   | Teachers   | September-June  | Ms. White  |
| Students' short term and long-term goals will be discussed with parents during IEP meetings, guidance meetings, parent teacher conferences and academic intervention meetings.   | Parents  | October-June  | Guidance Counselor, Teachers, Dean   |

## Part 4 – Resources Needed

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

- Class coverages for teachers to participate in walkthroughs. (Tax Levy) 8 days/ 5-7 teacher coverages per day
- PM school to support our students in credit accumulation. (P/F Set-aside)
- Teacher Per Session (2 Teachers/ 12 weeks/24 days/ 96 hrs)
- Admin Per Session (1 Administrator/ 12 weeks/24 days/ 48 hrs)
- Guidance Counselor Per session (1 Guidance Counselor / 4 weeks/ 4 days/ 4 hrs)
- .....Secretary Per session (1 secretary 12 weeks/24 days/12 hours)
- Student interns for Peer tutoring
- Saturday Academy in order to help students to review for the Regents exams. (P/F Set-aside)
- Teacher Per Session (5 Teachers / 8 weeks/8 days/ 120 hrs)
- Admin Per Session (1 Administrator/ 8 weeks/8 days/ 24 hrs)
- Guidance Counselor Per session (1 Guidance Counselor / 2 weeks/2 days/2 hrs)
- Payment of yearly contract with Atlas Rubicon in order to upload all unit plans. (Tax Levy)

- Additional funding set aside for Lead Teachers (Tax Levy) 2 Full time positions

**Part 5 – Budget and Resource Alignment**

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

|   |          |  |               |  |                 |  |           |  |           |   |               |  |        |
|---|----------|--|---------------|--|-----------------|--|-----------|--|-----------|---|---------------|--|--------|
| X | Tax Levy |  | Title I Basic |  | Title I 1003(a) |  | Title IIA |  | Title III | X | P/F Set-aside |  | Grants |
|---|----------|--|---------------|--|-----------------|--|-----------|--|-----------|---|---------------|--|--------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

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

By February 2015 65% of tenth grade students will be on-track to earn two credits in Socials Studies for SY 14-15 and 45% of students will be writing essays in social studies at a level 3 or better.

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

|    |  |  |     |  |    |
|----|--|--|-----|--|----|
| 1. | Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|----|--|--|-----|--|----|

|    |  |
|----|--|
| 2. | If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |
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**Section 5: Needs Assessment, Annual Goals and Action Plans**

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:**

13. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

14. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| <b>Tenet 2 Statement of Practice (SOP) Addressed</b> |  | <b>HEDI Rating</b> |
|--|--|--------------------|
| 2.2  | Leaders ensure an articulated vision, understood and shared across the community, with a shared sense of urgency about achieving school-wide goals aligned with the vision as outlined in the School Comprehensive Educational Plan (SCEP).  | E                  |
| 2.3  | Leaders effectively use evidence-based systems to examine and improve individual and school-wide practices in the critical areas (student achievement, curriculum & teacher practices; leadership development; community/family engagement; and student social and emotional developmental health) that make progress toward mission-critical goals. | E                  |
| 2.4  | Leaders make strategic decisions to organize resources concerning human, programmatic and fiscal capital so that school improvement and student goals are achieved.  | E                  |
| 2.5  | The school leader has a fully functional system in place to conduct targeted and frequent observations; track progress of teacher practices based on student data, feedback and professional development opportunities; and hold administrators and staff accountable for continuous improvement.  | D                  |

**Part 1b. Needs/Areas for Improvement:**

15. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

16. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- Our area of strength for Tenet 2 is SOP 2.2; insofar as leaders are ensuring an articulated vision that is shared across the community, utilizing evidence-based systems to examine and improve individual and school-wide practices, and making strategic decisions to organize resources to achieve student goals.
- Our areas of focus Tenet 2 are SOPs 2.4 and 2.5. Feedback from the school’s SY 13-14 PFQR recommended that the school continue to:
  - implement the school’s observation plan and provide timely, ongoing, evidence-based, actionable feedback to staff that is directly aligned to established criteria, including the teaching rubric and other agreed upon evaluation instruments, and which encourages and supports staff to take ownership for the next stage of their development. (2.4)

This will be accomplished through utilizing observation reports as points of reference in monitoring the progress of class instruction.
- 100% of teachers were rated “Effective” in Advance for SY 13-14.

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**Part 2 – Annual Goal**

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

During the 2014-15 school year, the school leader has created a system that will allow for frequent and targeted observations and feedback of teachers based on their ICPs, collected data, and student achievement results which will result in a 10% increase of teachers that move their overall rating from Effective to Highly Effective.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:  | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|---|--|---|--|
| <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol> |  |   |  |
| Professional Development that focuses on best practices in each of the Danielson components and builds staff trust.   | Effective teachers                                     | October   | Ms. White  |
| Include specific recommendations to support the movement to "highly effective" for those teachers rated "effective" overall.  | Effective teachers                                     | October-March   | Ms. White  |
| Formal and informal observations, as well as short classroom visits, will provide frequent feedback to teachers as they implement strategies cultivated during common planning time.  | All teachers   | October – May   | Administrators<br>Faculty  |
|   |  |   |  |

**Part 4 – Resources Needed**

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

- Schedule targeted PDs by the lead teachers for those teachers rated effective for all components.
- PD provided by external teacher mentors (Title I)
- Hiring of outside consultant (Teacher’s Matter) for curriculum development in Math (Tax Levy) 5 weeks/ 8 days 40 hours per year

**Part 5 – Budget and Resource Alignment**

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

|   |                 |   |                      |  |                        |  |                  |  |                  |  |                      |  |               |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|--|----------------------|--|---------------|
| X | <b>Tax Levy</b> | X | <b>Title I Basic</b> |  | <b>Title I 1003(a)</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>P/F Set-aside</b> |  | <b>Grants</b> |
|---|-----------------|---|----------------------|--|------------------------|--|------------------|--|------------------|--|----------------------|--|---------------|

List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

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

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

By February 2015, all teachers will have been observed at least twice and have been provided with high quality feedback related to their assessment practices.

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

|   |  |     |  |    |
|---|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified? |  | Yes |  | No |
|---|--|-----|--|----|

2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

**Part 1 – Needs Assessment**

**Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:**

17. For schools that received an Integrated Intervention Team (IIT) School Review Report: Enter the HEDI rating for each assessed Statement of Practice (SOP) on the chart below.

18. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below.

| <b>Tenet 6 Statement of Practice (SOP) Addressed</b> |   | <b>HEDI Rating</b> |
|--|---|--------------------|
| 6.2  | The school atmosphere is welcoming and fosters a feeling of belonging and trust, which encourages families to freely and frequently engage with the school, leading to increased student success.                               | D                  |
| 6.3  | The school engages in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified and used to augment learning.                                  | E                  |
| 6.4  | The entire school community partners with families and community agencies to promote and provide professional development across all areas (academic and social and emotional developmental health) to support student success. | E                  |
| 6.5  | The entire school shares data in a way that empowers and encourages families to use and understand data to promote dialogue between parents, students and school constituents centered on student learning and success.         | D                  |

**Part 1b. Needs/Areas for Improvement:**

19. Reflect on your school’s HEDI ratings (or self-ratings) in Part 1A, particularly any ratings of Developing and Ineffective.

20. Summarize your school’s strengths and needs relative to this Capacity Framework element and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Our area of strengths for the HEDI rating for Tenet 6 is that our school community fosters a feeling of belonging and trust, which would encourage families to freely and frequently engage with the school. We also engage in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified.

- Our areas of focus for Tenet 6 are SOPs 6.2 & 6.5. Feedback from the school’s SY 13-14 PFQR recommended that the school continue to:
  - seek out opportunities to foster conversations with students and families regarding high expectations for student academic achievement and provide tips and tools that focus on student learning and development. (6.2)
- Additionally, there are steps the school needs to take to support our families with their understanding and use of data. In doing so, the school will be promoting dialogue between parents, students and school constituents centered on student learning and success. This will be accomplished through individual parent conferences and frequent parent meetings.
- Per the SY 13-14 School Quality Guide, 31% of students successfully completed approved rigorous courses and assessments within four years of high school, after entering 9th grade in 2010-11.

**Part 2 – Annual Goal**

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

During the 2014-15 school year, the school will utilize Skedula to share data with students and parents, promote dialogue, and provide resources to support student learning and success so that there will be a 10% increase in the College and Career Preparatory Course Index.

**Part 3 – Action Plan**

| <b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul> | <b>Target Group(s)</b><br><i>Who will be targeted?</i> | <b>Timeline</b><br><i>What is the start and end date?</i> | <b>Key Personnel</b><br><i>Who is responsible for implementing and overseeing the activity/strategy?</i> |
|--|--|---|--|
| Share Skedula usernames and passwords to ensure that parents and students are up to date with their child’s academic progress.   | Parents and teachers                                   | December  | Ms. White  |
| Schedule regular targeted meetings with parents to build trust.  | Parents  | October   | Ms. White  |
| Utilizing Skedula as a means of communication amongst teachers, parents, and students.   | School Community                                       | September-June  | Ms. White  |
| Communication to parents/guardians will be provided to give adequate notices regarding after school and academic intervention services, including parents of SWD and ELLs.   | Parents  | September-June  | Parent Coordinator   |

**Part 4 – Resources Needed**

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

- Per-session for staff members to attend evening meetings. (P/F Set-aside)
- Teacher Per Session (3 teachers/ 3 weeks/ 3 days/ 18 hrs)
- Admin Per Session ( 1 Administrator /3 weeks/3 days/ 6 hrs)
- Guidance Counselor Per session 1 Guidance Counselor/3 weeks/3days/6hrs)
- ....Secretary Per Session (1 secretary/3 weeks/3days/6hrs)
- Student interns
- Purchase of Positive Behavior Intervention System (PBIS) incentives based on academic and behavioral improvements. (P/F Set-aside)

**Part 5 – Budget and Resource Alignment**

|  |                 |  |                      |  |                        |  |                  |  |                  |   |                      |  |               |
|--|-----------------|--|----------------------|--|------------------------|--|------------------|--|------------------|---|----------------------|--|---------------|
| Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal. |                 |  |                      |  |                        |  |                  |  |                  |   |                      |  |               |
|  | <b>Tax Levy</b> |  | <b>Title I Basic</b> |  | <b>Title I 1003(a)</b> |  | <b>Title IIA</b> |  | <b>Title III</b> | X | <b>P/F Set-aside</b> |  | <b>Grants</b> |
| List below any additional funding sources that will be utilized to support achievement of the goal.          |                 |  |                      |  |                        |  |                  |  |                  |   |                      |  |               |
|  |                 |  |                      |  |                        |  |                  |  |                  |   |                      |  |               |

**Part 6 – Progress Monitoring**

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

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

By February 2015 40% of Cohort Q students will have met with success in a combination of rigorous math and/or science courses, and will improve by 15% on their midterm assessment compared to their baseline assessment in math and/or sciences courses.

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

|   |  |     |  |    |
|---|--|-----|--|----|
| 1. Did the school meet the mid-point benchmark(s) in the timeframe specified?                                     |  | Yes |  | No |
| 2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? |  |     |  |    |
|   |  |     |  |    |

**Section 6: Academic Intervention Services (AIS)**  
**(Required for All Schools)**

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

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Criteria for determining AIS services</b> | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b> | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|--|---|--|--|
| <b>English Language Arts (ELA)</b>  | Results from the ELA regents.                | Kaplan SAT Prep   | Group  | Afterschool  |
| <b>Mathematics</b>  | Results from the Math regents.               | Regents prep  | Small group  | Saturday   |
| <b>Science</b>  | Results from the Earth Science Regents       | Regents prep  | Small group  | Afterschool  |
| <b>Social Studies</b>   | Results from the Social Studies Regents      | Regents prep  | Small group  | 7 <sup>th</sup> period and Saturdays   |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Referral by teachers<br>Dictated by the IEP  | Counseling  | One on one<br>One-on-one and group   | Morris Heights health clinic during the school day   |

## Section 7: Title I Program Information

**Directions:**

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

**Part 1: Title I Status**

Indicate with an “X” your school’s Title I Status.

|          |                                 |  |   |  |                    |
|----------|---------------------------------|--|---|--|--------------------|
| <b>X</b> | <b>Schoolwide Program (SWP)</b> |  | <b>Targeted Assistance (TA) Schools</b> |  | <b>Non-Title I</b> |
|----------|---------------------------------|--|---|--|--------------------|

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

Our school network CFN 603, has assisted the school with the creation of a professional development program that supports the school’s instructional needs based on the information provided by the data of the Quality Review, DYOs, Regents Item Analysis, Learning Environment Survey and Report Card. This campus collaboration also includes an ongoing system of inter-visitations. Our school also has hired the services of educational consultants to provide instructional support for our teachers in the following areas: Literacy, special Ed and English language learners. Our teachers meet every week in Departments as well in grade teams. In addition, we conduct 90 minutes general staff meetings twice a week.

**2b. High Quality and Ongoing Professional Development**

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

New and untenured teachers are supported by state-required mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team. All staff will participate in ongoing Professional Development activities both within and outside of the school building. Our Network coaches will facilitate some of these professional development activities.

**Part 3: TA Schools Only**

**3a. Use of Program Resources**

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

NA

**3b. TA Coordination with the Regular Program**

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

NA

**Part 4: SWP Schools Only**

**4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

NA

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Teacher teams with designated leaders review educational research to determine appropriate assessment measures for each content area as well as the Common Core Learning Standards. Rubrics from CCLS-rich sites such as Engage NY are adapted and utilized to meet the needs of our mostly ELL population. Formative assessment measures are reviewed, adapted, and tested in the classrooms and teacher teams analyze the outcomes for their next steps. Professional development is an outgrowth of the teachers' surveys, observation data, and identified student needs. Instruction and assessment go hand-in-hand and we spend considerable time in our professional development to ensure that are assessments are measuring what we are teaching in the classrooms, content, skills, and process.

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

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

| Program Name   | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount:<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '15 school<br>allocation amounts.) | Place an (X) in <u>Column A</u> below to verify that<br>the school has met the intent and purposes<br>of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , page #<br>references where a related program activity<br>has been described in this plan. |                                 |
|--|--|---|--|---------------------------------|
|  |  |   | Column A<br>Verify with an (X)   | Column B<br>Page # Reference(s) |
| Title I Part A (Basic)                                 | Federal  | \$318, 363  | X  | 19                              |
| Title I School Improvement<br>1003(a)                  | Federal  | \$16,961  |  |                                 |
| Title I Priority and Focus<br>School Improvement Funds | Federal  | \$77,061  | X  | 10, 13, 22                      |
| Title II, Part A                                       | Federal  |   |  |                                 |
| Title III, Part A                                      | Federal  | \$11,200  | X  | 16                              |

|                      |         |             |   |                |
|----------------------|---------|-------------|---|----------------|
| Title III, Immigrant | Federal |             |   |                |
| Tax Levy (FSF)       | Local   | \$2,158,567 | X | 10, 14, 16, 19 |

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

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

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

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

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

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

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

participation of parents and communities of limited English proficient children in English language instruction programs.

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

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

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

## Section 9: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

---

### Parent Involvement Policy (PIP)

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- encouraging more parents to become trained school volunteers;
- providing online progress reports through Skedula that are periodically updated and given to parents to inform of their children's academic progress;
- developing and distributing a school newsletter designed to keep parents informed about school activities and student progress

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

**Academy for Scholarship and Entrepreneurship** in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share

responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- 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 will 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;

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

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



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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

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

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

|  |                    |
|--|--------------------|
| <b>Part A: School Information</b>  |                    |
| Name of School: <u>Academy of Scholarship &amp; Entrep</u>   | DBN: <u>11x270</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><input type="checkbox"/> NOT conceptually consolidated (must complete part E below) |                    |

|   |
|---|
| <b>Part B: Direct Instruction Supplemental Program Information</b>  |
| The direct instruction component of the program will consist of (check all that apply):   |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy                      |
| Total # of ELLs to be served: _____   |
| Grades to be served by this program (check all that apply):   |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 |

**Part B: Direct Instruction Supplemental Program Information**

6   7   8   9   10   11   12

Total # of teachers in this program: 2  
# of certified ESL/Bilingual teachers: 1  
# of content area teachers: 1

Describe the direct instruction supplemental program here and include the

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

Begin description here: According to the recent AMAO data based on Spring 2014 NYSESLAT results, 52 percent of recent Academy of Scholarship and Entrepreneurship ELL students are at risk levels of 3 or greater. Out of 23 students 14 are considered at risk. The at risk indicators encompasses the following:

~In High School for more than 3 years and less than 24 credits

~End 9thgrade with less than 4 core credits.

~Attendance under 90%

~ELA 1 or 2 for two or more years.

~Math 1 or 2 for two or more years

~Hold over in past 3years

~SIFE

Every Ell is a priority with a target on 8 SIFE Ells, 6 Special Education students and 3 under credit Ells. In addition after analyzing the AMAO data.

A literacy afterschool program will be initiated to increase the literacy levels in reading and writing, which will in turn allow students to perform in all their subjects in addition to the regents. In every analysis of the AMAO students were unable to test out because they had missed reading and writing by 1 or more raw points. Also the afterschool program seeks to acquaint the students with academic language through guided reading activities and drills. The afterschool program also seeks to provide cultural education through museum visits with students providing them with broader exposure. The afterschool program will also run an APEX credit recovery portion for the under credit Ells and to make sure the students on track stay on track. The schedule for this program will run Monday through Thursday from 3-5pm for the duration of the 2014-2015 school year. The language of instruction is English with one certified ESL teacher and a Math/Science Special Education teacher. The materials that will be used is the Edge National Geographic series, A&E Close Reader Series, Achieve 3000, APEX, manipulative for Math and Science, Museum visits.

**Part C: Professional Development**

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

- rationale
- teachers to receive training
- schedule and duration

**Part C: Professional Development**

- topics to be covered
- name of provider

Begin description here: Teachers need to receive strategies in order to support the ELL students in their content area. Teacher training will be targeting Social Studies, Math, Science and English teachers. These PDs will take place on Monday during PD sessions at NO cost of Title III. Core teachers will be given strategies on how to assist ELLs from text stair casing, multiple entry points, annotation for close reading, vocabulary, audio and visual scaffolding. Topics to be covered include increasing vocabulary and inference skills school wide in addition to Common Core ELA, Math, Global and US History Regents prep. ESL Teacher Ramah Mama will provide in-house professional training to content area teachers. Outside PD sources remain undetermined.

**Part D: Parental Engagement Activities**

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

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: There is a need to engage the support of parents in student’s acquisition of the English language throughout the entire school year. Parent-oriented PD will inform students and parents alike about State exams such as the regents in addition to current standing of students and what is needed to stay in good standing. The Parent Coordinator Ms. Rose-White and the ESL teacher Ramah Mamah will provide the PD. Parents will be notified by phone, mail and letters sent home with students. In addition Ell instructor will host a monthly after school banquet (at no cost to Title III) on Wednesday as part of parent engagement to discuss parent concerns and wishes while catching them up student progress.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

| Budget Category  | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul> | _____           | _____   |

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

Allocation Amount: \$ \_\_\_\_\_

| Budget Category   | Budgeted Amount      | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|----------------------|---|
| Purchased services <ul style="list-style-type: none"><li>• High quality staff and curriculum development contracts.</li></ul>   | _____                | _____   |
| Supplies and materials <ul style="list-style-type: none"><li>• Must be supplemental.</li><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul> | _____                | _____   |
| Educational Software (Object Code 199)  | _____                | _____   |
| Travel  | _____                | _____   |
| Other   | _____                | _____   |
| <b>TOTAL</b>  | <b><u>11,200</u></b> | _____   |

**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 <b>11</b>  | Borough <b>Bronx</b> | School Number <b>270</b> |
| School Name <b>Acad. for Scholarship &amp; Entrepreneurship</b> |                      |                          |

### B. Language Allocation Policy Team Composition [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 <b>Zenobia White</b>                                     | Assistant Principal <b>Dawn Harris &amp; Rufina Belthrop</b> |
| Coach <b>type here</b>   | Coach <b>type here</b>                                       |
| ESL Teacher <b>Ramah Mamah</b>                                     | Guidance Counselor <b>D. Salmon &amp; S. Kingsberry</b>      |
| Teacher/Subject Area <b>type here</b>                              | Parent <b>type here</b>                                      |
| Teacher/Subject Area <b>type here</b>                              | Parent Coordinator <b>Rose White</b>                         |
| Related Service Provider <b>type here</b>                          | Other <b>type here</b>                                       |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</b>                                       |

### C. Teacher Qualifications

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

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

# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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     |
| Dual Language |                   |      |     |                  |      |     |                                    |      |     | 0     |
| ESL           | 13                | 6    | 0   | 11               | 3    | 3   | 9                                  | 0    | 5   | 33    |

| ELLs by Subgroups   |      |     |                  |      |     |                                    |      |     |       |    |
|---|------|-----|------------------|------|-----|------------------------------------|------|-----|-------|----|
| ELLs (0-3 years)  |      |     | ELLs (4-6 years) |      |     | Long-Term ELLs (completed 6 years) |      |     | Total |    |
| All   | SIFE | SWD | All              | SIFE | SWD | All                                | SIFE | SWD |       |    |
| <b>Total</b>  | 13   | 6   | 0                | 11   | 3   | 3                                  | 9    | 0   | 5     | 33 |
| Number of ELLs who have an alternate placement paraprofessional: <u>0</u> |      |     |                  |      |     |                                    |      |     |       |    |

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

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

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

|                 | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9         | 10        | 11       | 12       | TOTAL     |
|-----------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|----------|----------|-----------|
| Beginner(B)     |          |          |          |          |          |          |          |          | 1        | 5         | 1         | 2        |          | 9         |
| Intermediate(I) |          |          |          |          |          |          |          |          | 4        | 2         | 1         | 1        |          | 8         |
| Advanced (A)    |          |          |          |          |          |          |          |          | 2        | 3         | 8         | 3        |          | 13        |
| Total           | <b>0</b> | <b>7</b> | <b>10</b> | <b>10</b> | <b>3</b> | <b>0</b> | <b>30</b> |

**NYSESLAT Modality Analysis**

| Modality Aggregate | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|--------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
| LISTENING/         | <b>B</b>          |   |   |   |   |   |   |   |   |   |   |    |    |    |

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
The assessment tools used to assess the literacy levels of the ELLs are the LAB-R, NYSESLAT and the work completed in their ESL and content area classes.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

As of today the RNMR has nat been available

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

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

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

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

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

Paste response to question here:

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

Paste response to question here:

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
    - 1) Parent complete HLIS, administered by the ESL teacher and trained staff. The ESL Teacher is Ms. Mama. Parent coordinator MS. Rose White offers translation services in Spanish during the ELL Identification Process.
    - If parents indicate a language other than English, ESL coordinator/ trained pedagogues conducts an informal interview
    - Administer LAB-R, Spanish LAB by trained pedagogue Ramah Mamah
    - Hand score student answer document
    - ESL coordinator and trained staff conduct the parent orientation during which the DVD describing the three programs offered by the NYCDOE are shown. (Transitional Bilingual, Dual Language, ESL). This is ongoing to ensure student placement within 10 days of enrollment.
    - Parents then complete the language survey and the Parent Program Selection form
    - If parents select TBE, their names will be added to a list of parents requesting TBE. When the list have 15 students in two contiguous grades for middle school or 20 students in any single grade 9-12, all speaking the same native language, the school will create a bilingual program and will contact the parents as per CR Part 154.
    - Based on the parent Program Selection Form and the student hand scored LAB-results, the student is appropriately placed within 10 days of enrollment
    - Entitlement letter and placement letters are sent to the parent.
    - All communication, forms letters are presented in English as well as the student's home language
    - Each student is evaluated annually by the NYSELAT exam each May. This exam tests student's ability to read, speak, write, and listen in English. The NYSELAT test score determines student placement as Beginner, Intermediate, Advanced or Proficient for the next academic year.
  2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

In order to educate parents on the variety of second language acquisition programs offered by the NYC Public Schools, the parent coordinator and ESL teacher/ coordinator schedule an informational outreach meeting near the beginning of the school year. Parental attendance is requested by sending multiple mailings and making automated phone calls to the ELL student homes in both English and their native language. At this meeting, the parents are shown a DVD that outlines the differences between ESL, Transitional Bilingual and Dual Language Programs. In addition to distributing the ELL Brochure in the parents preferred language, interpreters are on hand to ensure that all parents fully understand the choices available. Also at this meeting, parents are given a survey to gauge how well they've been presented the applicable information and also a form that allows them to choose the program that best fits their child's needs.
  3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

ASE ensures that the appropriate program selection forms are returned promptly by giving them to parents at the ELL Parents Night and having parents complete them on-site. Any parents who do not attend the Parent's Night are mailed the selection form along side a letter stressing the extreme importance in determining their child's second language instruction. Copies of the form are also distributed during the bi-annual Open School Night and Afternoon. If the form is again not returned within a reasonable time frame (about two weeks), the parent is phoned and asked to come into the school and fill out the form in person. Forms are also distributed in class for student to take home, have their parents sign and return.
  4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The criteria used to place identified ELL's into bilingual or ESL programs are based on the wishes of the parent and the student's LAB-R score. Several letters home (in English and the student's native language), multiple phone calls and in-person contact at the school stress the importance of each parent filling out the program selection form after reflection upon the various options and what they believe is best for their child's acquisition of English. If the Parent Program Selection form is not returned, the default program will be TBE.
  5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
- Paste response to question here:

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①**
- In general, the parent's choice of ESL has remained in place as the trend at ASE due to the relatively few number of ELLs and their wide range across grade levels 8-12, a bilingual program with these demographics will be created when the required number of students and parents requesting TBE is reached, as per CR Part 154. Because nearly all parents have chosen to have their child remain in the ESL instructional model offered by ASE, parent request about their children's second language acquisition have been honored. For the last 5 years, no parent has wished their child to be taken out of the school's ESL program and put into bilingual or dual language program.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?  
Instruction for ELL's is delivered via self-contained classes. The program model is ungraded and homogeneous-students are grouped into classes based on ability, not grade. The middle school and high school students are separated. Per state regulations, the amount of service breaks down as follows: Beginning 540 minutes, Intermediate-360minutes, Advanced-180 minutes.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?  
The organization of staff ensures that the mandated instructional minutes are met. The one ESL teacher teaches all ESL students. To provide all mandated minutes, the ESL teacher uses her Circular Six as a class and also teaches a full class during the contractually obligated UFT tutoring period.

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

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

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

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

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
Students are appropriately evaluated in their native languages because they have the opportunity to take the New York State exams either English or their home language. ELLs are permitted to respond to classroom task and content exams in English as well as in their native language. The Spanish LAB is administered for the Spanish speakers who score below the LAB-R English proficiency cut score. Additional services are available to parents through the Department of Education's Transplantation and Interpretation Unit.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
Paste response to question here:
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
  - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
  - Describe your plan for ELLs receiving service 4 to 6 years.
  - Describe your plan for long-term ELLs (completed 6+ years).
  - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

- SIFE- differentiated instruction per IEP
- Newcomers- individual feedback, buddy system for native language support (if possible)
- 4-6 Year ELLs differentiation through instructor's personal knowledge of student strengths and weaknesses based on multiple years experience with the same learners

d. Long-Term ELLs-differentiation based on student data and instructors prior knowledge of student from years past

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

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

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

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

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

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

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

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

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

|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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**

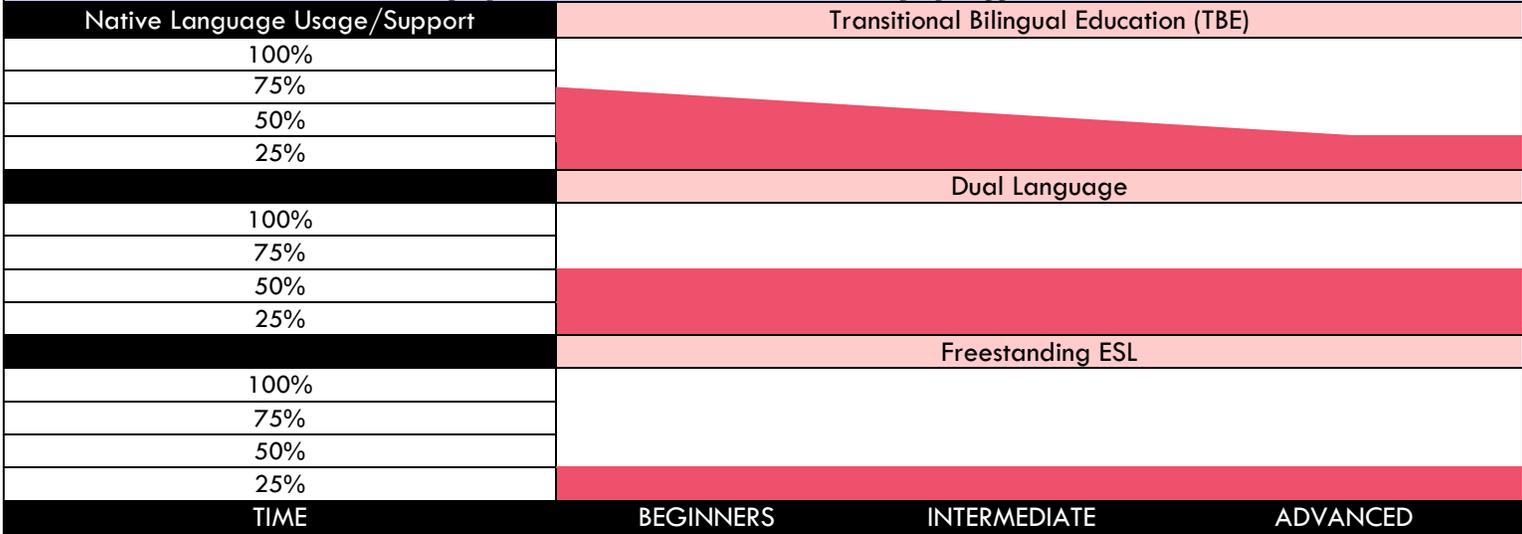
|  | Beginning | Intermediate | Advanced |
|--|-----------|--------------|----------|
|--|-----------|--------------|----------|

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

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

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Targeted intervention programs for ELLs in their content area teachers in ESL methodology and after-school tutoring for ELLs. Other intervention include baseline and formative assessments of language proficiency followed by small group instruction that emphasizes student interaction and the specific math, ELA, social studies and science content of the course.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Paste response to question here:
11. What new programs or improvements will be considered for the upcoming school year?
- Improvements to the ESL program include the use of Hampton Brown's National Geographic Edge textbook, which is written on three-prominence level and designed specifically for ELLs. Another improvement is the use of Read 180 leveled libraries to encourage independent reading both home and class.
12. What programs/services for ELLs will be discontinued and why?
- No programs or service have been discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Every ELL is afforded equal access to all school programs athletics and enrichment. In addition to the mandated ESL program, ELL students are mainstreamed in their other subject area classes such as science, social studies, art, math, gym/health, foreign language and business. ESL students who also qualify for Special Education programs are given services according to their IEP. In addition, all middle school ELLs participate in the after school enrichment activities four times a week. After school services offered to ELLs include Title III after school tutoring for middle school, enrichment activities such as volleyball, art and crafts, sewing, technology, games, etc. All communication, notification, flyers to parents and ELL are provided in English as well as in the student's native language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The main instructional materials used are the College Board's Springboard ELA curriculum, PBS kids, Times for Kids, National Geographic's Edge textbook and Penguin Readers adapted to ESL novels. Supplementing these text are various audio/visual and research elements accessed through the iMac computer in the ESL classroom and miscellaneous other components.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language is supported in the ESL program through the library of native language texts and support from Spanish speaking faculty. English vocabulary is reinforced with definitions in the native languages. Bilingual glossaries are provided for all content area classes.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services and resources do indeed support the ELL ages and grade levels with the main split being between middle and high school. All support and services are monitored through grade team meetings in order to ensure Common Core Learning Standards alignment, curriculum alignment and age appropriateness
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- At this time there is no program to assist newly enrolled ELLs before the beginning of the school year. During the first few weeks of school, the Parent Coordinator shows new ELLs around the building and various faculty members are available outside of class to answer any questions regarding adjustment for new students. Orientation for new ELLs are conducted in English and in the students home language.
18. What language electives are offered to ELLs?
- The language elective offered to ELLs is Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A...At this time ASE does not have a Dual Language Program.

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

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

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

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

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

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

## D. Parental Involvement

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

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

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

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

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

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

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

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

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

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

**Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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