

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M546

School Name:

ACADEMY FOR SOFTWARE ENGINEERING

Principal:

SEUNG YU

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Academy for Software Engineering School Number (DBN): 02M546
9 – 12
Grades Served:
School Address: 40 Irving Place, New York, NY 10003
Phone Number: 212-253-3299 Fax: 212-253-3289
School Contact Person: Seung C. Yu Email Address: Syu5@schools.nyc.gov
Principal: Seung C. Yu
Eric Allatta
UFT Chapter Leader: William Rohlfing
Parents' Association President: Yvonne Williams
SLT Chairperson:
Title I Parent Representative (or Parent Advisory Council Chairperson): Ashley Cameron
Stephon Rodgers
Student Representative(s): Maverick Fernandez

District Information

District: 02M546 Superintendent: Donald Conyers
335 Adams Street, Brooklyn, NY 11201
Superintendent's Office Address: DConyer@schools.nyc.gov
Superintendent's Email Address:
Phone Number: (718) 923-5124 Fax: (718) 923-5145

Borough Field Support Center (BFSC)

BFSC: Affinity Group FSC Director: Alexandra Anormaliza
131 Livingston Street, Room 606, Brooklyn, NY 11201
Director's Office Address:

AAnorma@schools.nyc.gov

Director's Email Address:

718-935-5618

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Seung Yu	*Principal or Designee	
Eric Allatta	*UFT Chapter Leader or Designee	
Bill Rohlfing	*PA/PTA President or Designated Co-President	
Ashley Cameron	DC 37 Representative (staff), if applicable	
Cynthia Bonano	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Stephon Rodgers	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Maverick Fernandez	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Jeannette Sanchez	Member/Parent	
Howard Farrar	Member/ Parent	
Chris Baez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
	Member/	
America Rivero Ford	Member/ Parent	
John Fawcett	Member/ Parent	
Yvonne Williams	Member/ Business Manager	
Gab Gayagoy	Member/ Teacher	
Meredith Towne	Member/ Teacher	
David Yang	Member/ Computer Specialist	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



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

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

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

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

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

AFSE's focus on an individual's self-efficacy is consistent with our instructional philosophy. Inside the classrooms we follow an approach that emphasizes problem solving, which is rooted in having our students constantly process and use new information, adapt to changing environments, and work collegially with others to contemplate and resolve the issues they will confront in their daily lives. Teachers will facilitate the development of skills and content mastery by maximizing students' experiences and prior knowledge so they can grapple with complex, challenging problems. Our students will broaden their understanding of the world as it relates to them because they will be active participants in the teaching and learning process. The educational process that occurs inside AFSE for our students will also extend outside of our school walls. Students participate in work-based learning opportunities ranging from professional mentors through iMentor to internships at companies including Morgan Stanley, OnDeck, Donors Choose, and JP Morgan to expose them to the various occupations that rely on computer programming skills. During these experiences students will engage in problem-based learning activities that will ultimately prepare them to work in the computer science industry. The learning experiences from both the classroom and the professional world will optimize the development of skills and content mastery for students.

AFSE enrolls a limited unscreened population. Our special populations include:

- Males = 78% - With our abundance of young men we are focusing on various social/emotional activities to ensure that our male students feel connected to school and their academics. Through Advisory and activities including the PSAL and partnership with the YMCA, we are finding additional ways to motivate the boys through physical activity and having incentives to transfer their energy into classroom coursework.

- Females = 22% - Our female population is small but dynamic. We have created all female Advisories to ensure that the young ladies have opportunities to develop close bonds with each other and to discuss issues that maybe affecting their performance and connection to the school. We have worked to create additional outside of school opportunities including "Young Women in STEM"; "Just 4 Girlz"; and female hackathons to allow our female students to explore computer science with other young ladies.
- Lowest Third - We will continue to focus our attention on our lowest third to ensure that this subgroup continues to fulfill graduation requirements including credits and Regents. For the SY14-15 we had the following stats:

Lowest Third Credits (10+) Year 1 = 91.7%

Lowest Third Credits (10+) Year 2 = 73.5%

Lowest Third Credits (10+) Year 3 = 88.9%

We will focus on our rising Juniors to ensure that we provide the academic support and interventions to meet course requirements including before and after school tutoring and Saturday Academy.

AFSE made progress this past school year in Collaborative Teachers and Effective School Leadership. The school implemented teacher-leader led Learning Cycles to improve teacher capacity using the Danielson Framework while also focusing professional development around the introduction and practice of classroom strategies such as Socratic Seminars and protocols to examine student work. Through this work we had the following MOTP: 7 teachers scoring Highly Effective; 17 scoring Effective; and 3 scoring Developing. Additionally, through the use of Master and Model teachers, the school built in more distributive leadership opportunities that enabled teacher leaders to design and execute curricular and capacity-building initiatives ranging from leading professional development to serving as mentors for other teachers.

This year, AFSE will focus on Rigorous Instruction and Supportive Environment. As we continue to transition to mastery-based learning, we are identifying "mastery skills and content" in each subject area designed to challenge students to Practitioner and Professional levels (levels of mastery in AFSE's rubric) of acquisition and application of these skills and content knowledge. Teachers will continue to refine course units to align with Common Core State Standards, Regents examinations, and work-based learning standards. Moreover, AFSE will graduate its first senior class in June 2016; therefore, we will focus heavily on our development of our college and career readiness initiative in which we are designing multiple post-secondary pathways available to all students and offering the necessary guidance and support to have options after graduation. This school year we have created a Fall calendar of college related activities for our Seniors and Juniors including college fairs and visits, college application nights with mentors, and financial aid workshops. We are conducting similar activities for our Sophomores and Freshmen so that college and post-secondary pathways are discussed and emphasized with both students and families.

02M546 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11	Total Enrollment	344	SIG Recipient
				YES
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	N/A	# SETSS	5	# Integrated Collaborative Teaching
				24
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
				4
# Foreign Language	4	# Dance	N/A	# CTE
				9
School Composition (2013-14)				
% Title I Population	92.5%	% Attendance Rate		92.4%
% Free Lunch	64.3%	% Reduced Lunch		6.6%
% Limited English Proficient	2.9%	% Students with Disabilities		22.4%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.4%	% Black or African American		31.5%
% Hispanic or Latino	39.8%	% Asian or Native Hawaiian/Pacific Islander		12.9%
% White	9.1%	% Multi-Racial		0.8%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		1
# 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)		8.5%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.2%	Average Teacher Absences (2013-14)		3.18
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		81.9%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	90.4%	% of 2nd year students who earned 10+ credits		95.2%
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
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		N/A
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	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
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	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
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	N/A			
Accountability Status – High 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	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
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	N/A			

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

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

Part 1 – Needs Assessment

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

AFSE’s academic program includes the alignment of our curriculum in all subject areas with Common Core Learning Standards (CCLS) and Career Development and Occupational Studies (CDOS) Learning Objectives. By infusing these standards and objectives into our curriculum we are working to prepare students for college and career readiness focusing on the acquisition of content-specific knowledge and skills development. In order to fully align our curricula and ensure rigorous instruction we are transitioning to Mastery Based Learning in which students must demonstrate “mastery” in key course-specific skills and content. Our goal is to have students be able to articulate and demonstrate the skills and content knowledge they are learning, which requires teachers to be explicit about what they are intending students to learn and be able to do. From feedback provided in the Quality Review, we want to ensure that all classes are consistently challenging students to problem solve, communicate effectively, and to collaborate productively. We are having teachers examine and refine tasks so that students are provided with cognitively appropriate activities to ensure that mastery can be met. We believe we can increase student performance by strengthening teacher capacity in aligning curriculum to CCLS and Regents and refining student tasks so that students are challenged cognitively and able to receive feedback to improve. Our goal is to improve on last year's statistics:

School Data Points:

Credits Year 1	96.5%
Credits Year 2	84.7%
Credits Year 3	90.0%
Lowest Third Credits Year 1	91.7%
Lowest Third Credits Year 2	73.5%
Lowest Third Credits Year 3	88.9%

A school strength but also a priority need will be our continued focus on the creation of an online repository and archive of the entire school’s online curriculum in all subject areas as well as unit and lesson plan template customized to support teachers in creating the conditions for how we believe students learn best - classrooms that invite students to problem solve and use strategies for getting “unstuck”; to participate in active learning and make meaning of complex problems, texts, ideas for themselves; to articulate what they are learning and why it is relevant to them; to effectively collaborate with other students in meeting goals; and to communicate clearly and effectively using precise, academic language. Our teacher leaders and Administration are collaborating on the creation of best practices and AFSE-specific pedagogical approaches that every teacher must have in their instructional toolbox and that reflect our belief in how students learn best.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools—Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

85% of 9th, 10th, 11th, and 12th grade cohorts earn 10+ credits by the end June 2016 using AFSE Grade Monitor and Student Sorter to track academic progress.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Peer groups, departments, grade teams, Advisory grade teams, and cross-disciplinary groups meet on Wed. and Thu. afternoon as per our approved SBO to discuss student progress and work from lens of student grade level, years of experience of teacher, or cross disciplines to broaden curricular perspective. The teams use a variety of meeting and student analysis protocols to ensure productivity, documentation, and iteration (refinements/adjustments). The school wide unit planning template includes a unit reflection which prompts all teachers to gather representative samples of student work from the unit and analyze them to determine modifications to the unit and upcoming units specific to students.</p>	<p>All teachers</p>	<p>9/8/15 – 6/26/16</p>	<p>Principal Asst. Principal Teacher Leaders Dept. Leads All Teachers</p>
<p>Use of GAFE (Google Apps for Educators) to document, revise, and archive curriculum, unit, and lesson plans stored in AFSE Google system.</p>	<p>All teachers</p>	<p>9/8/15 – 6/26/16</p>	<p>GAFE Committee All Teachers</p>
<p>Curricular development work outside of AFSE to build teacher capacity in curriculum design and instruction:</p> <ul style="list-style-type: none"> • Teachers College instructional coach who works with both our English and History departments to refine curriculum, unit, and lesson plans (5 ELA; 4 Sp. Ed; 4 History, and 1 ESL teachers) 	<p>All teachers</p>	<p>9/8/15 – 6/26/16</p>	<p>Principal Assistant Principal Dept. Leads All Teachers</p>

<ul style="list-style-type: none"> ● Facing History workshops and resources for History dept. to incorporate challenging and engaging student activities and tasks (3 History; 2 Sp. Ed. teachers) ● Gilder Lehrman / NVPS Teaching Literacy Through History workshops (1 History; 1 ELA teachers) ● Accessing Algebra through Inquiry (a2i) and Common Core Geometry through New Visions which is designed as an on-ramp and pathway towards students achieving Common Core Learning Standards in mathematics (4 math teachers) ● CS Consultant and GenTech curriculum development and refinement aligned with the Computer Science Teachers Association CS standards (3 CS; 1 Math; 1 Sp. Ed. teachers) ● NV Blended Learning Community ICT to share practices and curricular work with 3 – 5 other schools through an online community and day long professional development workshops (1 ELA; 1 Sp. Ed teachers) ● Mastery learning collaborative as member of the Mastery Based Collaborative - a community of NYC schools working on refining mastery based learning in the City 			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> ● Instructional coaches – Teachers College; New Visions ● Affinity Group – New Visions ● Professional development and parent engagement dedicated time ● Newsela, NY Times, and other online programs and platforms ● Afterschool and Saturday tutoring sessions ● Teachers and staff for afterschool and Saturday tutoring 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

90% of students in each of the 4 cohorts earning 5 credits by the end of the Fall Semester using online grade book called Skedula and AFSE Google Grade Monitor that tracks student progress.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

AFSE's strength is the culture of high expectations and support for all students, staff, and families. We have worked tremendously to build a culture in which every school member feels invested in the work that we do. The following data indicates our positive, supportive culture:

- 89% positive responses for Supportive Environment in Learning Environment Survey
- Proficient in the Quality Review with the following evidence:
 - School leaders, teachers, and staff, consistently communicate expectations that are connected to a path to college and career readiness for all students and offer ongoing feedback to help families understand student progress.
 - The school has an established Career and Technical Education program in computer science with advisors from several major companies and organizations that ensure program expectations meet New York State and software engineering industry standards.
 - Every student at AFSE takes a four-year series of courses in computer science so they are fully immersed in relevant coursework and gain exposure to industry principles and experiences.
 - Families have access to student progress through the online grading platform, email teachers frequently, and receive bi-weekly phone calls from advisors. Families also attend and participate in computer science career awareness events in order to understand industry expectations and support their children.
 - Students have advisory with a small group of students. Advisors are a guidance support who meet with students, are the main parent/family contact, coordinate interventions, and set/monitor goals with students. Students stated they have short- and long-term goals in advisory that encompass both academics such as increase a grade in a class, guidance goals such as course selection, and social-emotional goals such as becoming a better self-advocate with teachers.

AFSE's Supportive Environment is a result of our Advisory program, which we believe has led to our high student attendance, academic production, and overall social/emotional investment in the school. We have a caring, professional staff who do a wonderful job of getting to know the students and making them feel supported and part of our community. We know that students cannot perform to their best of their ability without first coming to school, which is why we emphasize student attendance in our Advisory program.

Our priorities this year include the 1) refinement of our attendance follow up and procedures so that we provide interventions sooner for students who have had attendance issues; 2) refinement of our Advisory curriculum customized for each grade level that focuses on the following: social-emotional learning, community service, career readiness experiences, college readiness experiences, and college and career post-secondary pathways; and 3) refinement of Positive Behavioral Interventions among all staff and development of a behavioral, decision-making learning cycle for students to learn strategies for improved, preventative decision-making and educational consequences.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

90% or above overall student attendance rate for the 2015 – 2016 school year as indicated using the RSAL report in ATS by June 28, 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Dedicated phone calls made by Advisors to parents/families every Wednesday from 3:30 – 4:25pm to discuss absence and lateness and logged into AFSE ICC online log</p>	<p>Advisees</p>	<p>9/8/15 – 6/26/16</p>	<p>Advisors Social Workers Guidance Counselors Administration</p>
<p>Develop comprehensive attendance plan for all students with <85% attendance rate including incentivized initiatives, conferences with parents, and monitoring using CAASS, Google attendance and lateness tracker, and Grade Monitor</p>	<p>Students <85% attendance</p>	<p>8/24/15 – 6/26/16</p>	<p>Attendance Team</p>
<p>Conduct at least two parent meeting for students who have missed >10 days of school with additional social workers and social worker interns. Follow up by social workers to determine factors affecting student attendance.</p>	<p>Advisees</p>	<p>8/24/15 – 6/26/16</p>	<p>Advisors Social Worker Guidance Counselor Principal</p>
<p>Use CAASS online attendance program to take attendance in real time and to monitor daily</p>	<p>Advisees</p>	<p>9/8/15 – 6/26/16</p>	<p>Teachers Advisors Attendance Team</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

CAASS

Intervention Communication Log - Google

Attendance and Lateness Tracker - Google

Grade Monitor - Google

Advisors, Social Worker, Guidance Counselor, Parent Coordinator, and Administration
Parent Engagement dedicated time on Wednesdays

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

92% overall attendance rate (RSAL report) on January 31, 2016

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

Our success as a school is rooted in our staff's ability to collaborate effectively and professionally to support student academic success. We have emphasized professional collaborations through various team-focused initiatives including Departments, Grade, Advisory, and Teacher Development that focuses on developing teacher capacity in content knowledge, pedagogy, and overall professional responsibilities. In our Quality Review, we were recognized as Proficient for our Collaborative Teachers as evidenced by the following evidence:

- Teachers are engaged in structured inquiry based professional collaborations that promote the school goals of mastery-based learning and engaging instruction. Effective distributed leadership structures are in place.

- Professional collaborations result in the implementation of Common Core Learning Standards (CCLS) and the necessary instructional shifts strengthening the instructional capacity of teachers. Shared leadership practices have built leadership skills of teachers and provided them a voice in key decisions that affect student learning. Supporting Evidence

The collaboration amongst our teachers have lead to our teachers participating and/or being recognized in the following:

- 8 Math for America Fellows
- 2 Computer Science teachers leading citywide computer science education meet ups and educator community building
- 3 Master and/or Model teachers
- 3 Urban Teacher Resident Mentors (participation in the Learning Partners Program)
- 7 former AmeriCorps and/or Peace Corps volunteers

The strength of AFSE is our talented, highly motivated staff being able to utilize their skills within the team structures at AFSE focused in on initiatives that impact student growth whether academically, socially, or emotionally. However, in order to continue building on the work of our teachers we need to continue to develop their capacity as educators, which is our priority need.

The area of priority that we will focus on this year is the development of our Learning Cycle Intervisitation teams. We want to strengthen teacher practice so that there is more consistency in all AFSE classrooms and to ensure that effective instruction is provided all students. Last year, we conducted Learning Cycles in which teacher leaders provided non-evaluative observations and feedback to a small subset of teachers. We want to expand on our Learning Cycles by creating opportunities for more teachers to visit each other's classes, offering feedback, and having guided discussions centered on the 8 components of the Danielson Framework with teacher leaders. Last year, we had 7 teachers rated Highly Effective, 17 rated Effective, and 3 rated Developing in their Measures of Teacher Practice (MOTP); and with the addition of 8 new teachers, we hope to continue to developing their growth through the professional collaborations such as the Learning Cycles.

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Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of teachers will participate in AFSE's Learning Cycle Intervisitation Teams, which will include at least 4 peer classroom visits and that examines and shows growth in component 3c as evidenced by teacher reflections and feedback documentation forms by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Design of Learning Cycle Intervisitation teams configuring teams heterogenously from subject, experience, and strengths/areas of improvement.</p>	<p>Teacher Leaders</p>	<p>8/24/15 - 11/1/15</p>	<p>Principal Asst. Principals Teacher Leaders (2)</p>
<p>Design of Learning Cycles rubric, feedback form, and Danielson components focus.</p>	<p>All teachers</p>	<p>11/1/15 - 11/30/15</p>	<p>All teachers</p>
<p>Participate in Thursday Professional Development sessions focused on introducing teaching strategies and having teachers practice using the strategies in class.</p>	<p>All teachers</p>	<p>8/24/15 – 6/26/16</p>	<p>All teachers</p>
<p>Develop online repository of teacher resources including best practices for teachers to access</p>	<p>All teachers</p>	<p>8/24/15 – 6/26/16</p>	<p>Principal Asst. Principals Dept. Leads All Teachers</p>

Distribute capacity building Sunday email to teachers that includes a resource to use in classrooms/instruction.	All teachers	8/24/15 – 6/26/16	Principal Asst. Principals Dept. Leads All Teachers
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
GAFE (Google systems)											
Professional Development dedicated time											
Outside work groups including CSNYC, New Visions, Teachers College, etc.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant	X	SIG/SIF		PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.											
<u>50% of teachers participating in 2 intervisitation learning cycles with at least 2 focal Danielson components by February 28, 2015</u>											
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.											

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

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

Part 1 – Needs Assessment

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

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

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

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

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

AFSE is participating as a PROSE, Learning Partners Program, and active member of the Mastery Collaborative, which provides leadership opportunities for our staff including our Master/Model teachers, Urban Teacher Resident mentors, and mastery collaborative committee members.

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

This year we will focus on scaling Effective School Leadership across the staff. Our goal is to ensure sustainability by building the leadership skills in staff members who have been identified as ready for additional leadership opportunities. We are going to establish a Leadership Development initiative that focuses on developing key leadership skills including: time management; consensus-building; self-awareness and reflection; and facilitation. We have observed that our staff needs more training in these areas particularly if they are working to influence change within our school. We believe by identifying key staff members, building their leadership capacity, and giving them more opportunities to design and execute key initiatives, then we can continue to cultivate a pipeline of staff who will be able to take on more responsibilities.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

100% of staff members who participate in Leadership Development will increase their capacity in at least one of the leadership skills: time management; consensus-building; self-awareness & reflection; and/or facilitation as indicated by the AFSE Leadership Rubric and completed by both the individual and Principal.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Implement sub-pod lead roles and responsibilities for various school-wide initiatives including College Initiative;	All teachers and staff	7/31/15 – 6/26/16	Principal Asst. Principals

Guidance & Discipline; Attendance; etc. with supervision and coaching from Administrators.			
Develop Leadership Development initiative including rubric, strategies for trainings, and evaluation.	Identified leaders	9/1/15 - 11/1/15	Principal Asst. Principals Staff Leaders
Distribute weekly Sunday email with capacity building resource focused on Leadership	Identified leaders	8/24/15 – 6/26/16	Principal Asst. Principals Staff Leaders
Develop repository of leadership resources and articles	Identified leaders	8/24/15 – 6/26/16	Principal Asst. Principals Staff Leaders
Execute tiered Leadership pathways that focuses on specific leadership skills congruent with leader's development	Identified leaders	11/1/15 - 6/26/16	Principal Asst. Principals Staff Leaders

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Google applications Teachers College leadership coaching Learning Partners Program triad work											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
100% of identified staff leaders will participate in at least 2 leadership development activities specific to area of leadership growth by February 28, 2016.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

AFSE has worked to create a positive educational environment for students that builds family and community involvement. The initiatives we have focused on and have strengthened to build family and community involvement include:

Students participate in authentic real-world learning opportunities to support their development for college and career readiness. Exposure to adult professionals and office/working environments in the technology industry will deepen student understanding of both college and career expectations and requirements.

Students experience annual field trips that allow their cohort to bond and build relevant relationships. The annual trips focus on building relationships with staff and other students as well as focus on college and career. Chaperones include mentors and families.

Students and families participate in events including Open Houses, Curriculum Nights, College and Career Readiness Family Night, AFSE Genius Speaker Series, pot luck events, school dances, game nights, and iMentor activities.

Students participate in iMentor – 4-year mentorship with professional mentor from technology industry to focus on college and career readiness

AFSE will focus on developing our College and Career initiative as well as our first graduating class year-long activities for Seniors, which will include a PTA committee to help organize and coordinate graduation, prom, and Senior trip

In our Quality Review we earned a Proficient with the following evidence that describes our work on bringing in the community and tech industry:

The school has an established Career and Technical Education program in computer science with advisors from several major companies and organizations that ensure program expectations meet New York State and software engineering industry standards.

Every student at AFSE takes a four-year series of courses in computer science so they are fully immersed in relevant coursework and gain exposure to industry principles and experiences.

However, we recognize that we need to improve communicating all of these initiatives to families and requesting more participation. In our Learning Environment Survey we scored the lowest positive responses (83%) in this section. Our goal is to better inform families of the multitude of activities occurring in the school and inviting more families to participate. We want families to have a strong understanding of why AFSE participates in an initiative or why we encourage students to complete specific activities.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

85% positive responses for Strong Family and Community Ties in the 2015-2016 Learning Environment Survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Conduct Q&A sessions with families about iMentor classes and evening events to ensure understanding of value and opportunities of mentorship.</p>	<p>All students</p>	<p>9/8/15 – 6/26/16</p>	<p>iMentor program managers Administration Advisors</p>
<p>Distribution of Sunday weekly email to families focused on important activities, events, and announcements to increase participation and family involvement.</p>	<p>All families</p>	<p>9/8/15 – 6/26/16</p>	<p>PTA Parent Coordinator</p>
<p>Coordination of a Parent/Family Mixer to provide opportunity for families to meet and mingle and to find out about outside programs.</p>	<p>All families</p>	<p>9/8/15 - 11/30/15</p>	<p>PTA Parent Coordinator All staff</p>
<p>Extracurricular activities including dances, game night, clubs, etc.</p>	<p>All students and families</p>	<p>9/8/15 – 6/26/16</p>	<p>PTA All staff</p>
<p>Distribution of Weekly Progress Reports with comments to provide families with more information about student performance</p>	<p>All students and families</p>	<p>9/8/15 – 6/26/16</p>	<p>Advisors</p>

Distribution of Weekly Student Opportunities email with notices concerning internships and other CS/tech related activities outside of school.	All students and families	9/8/15 – 6/26/16	Work-based learning coordinator and guidance counselor
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Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
PTA											
SLT											
iMentors											
Staff											
Partners including CSNYC											
Per session											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
85% satisfaction responses from students and families as indicated by AFSE school-wide student and family survey administered by January 31, 2016.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students entering with Level 1 8th Grade ELA Score Students with < 65 in ELA class	Review and supplemental instruction focused on critical reading skills and foundational writing.	Tutoring and small group	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.
Mathematics	Students entering with Level 1 8th Grade Math Score Students with < 65 in math class	Review and supplement instruction in pre-Algebra and Algebra skill, Geometry, or Alg. II/Trigonometry which students struggle with and in preparation for all math Regents.	Tutoring and small group	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.
Science	Students with < 65 in science class	Review and supplemental instruction centered on principles of Living Environment, Earth Science, and Chemistry in preparation for LE, Earth Science, and Chemistry Regents.	Tutoring and small group	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.
Social Studies	Students with < 65 in history class	Review and supplemental instruction in critical focus for Global History and US History courses in preparation for the Global History and US	Tutoring and small group	After school and Saturday tutoring sessions. Small group during study hall sessions during the school day.

		History Regents Examinations		
At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)	Students with more than 3 student referrals Students in temporary housing	Counseling by Guidance Counselor and/or Social Worker Student Referral PBIS Approach	Small group and one-to-one	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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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.
<p>Participation in August 2015 Summer Teacher Orientation and Workshops that focuses on building teacher capacity in mastery based learning, Danielson Framework, and Google applications and lead by teacher leaders.</p> <p>Participation in curriculum development workshops focused on mastery based learning and planning including identifying mastery skills and content during summer and throughout the year with department, co-teachers, and grade teams.</p> <p>Participation in outside PDs including a2i (Algebra); Learning Partners Program; Math for America; Facing History; and New Visions SPED workshops.</p> <p>Participation in teacher leadership including Master and Model teachers and AFSE Leadership Development initiative focused on time management, facilitation, consensus-building, and self-awareness & reflection.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Participation in weekly PD and Parent Engagement time on Thursdays and Wednesdays respectively, planned by teachers and Admin that focuses on CCLS, curriculum design, student work analysis, and parent meetings</p>

Asst. Principals participating in AP Leadership Academy and New Visions AP development focused on developing overall instructional leadership

Teachers and other staff participating in leadership programs including CLASS (Hunter) to develop instructional leadership

Staff participate in at least 2 outside of the school PDs relevant to specific role and responsibilities - staff look for these opportunities and participate accordingly during the school year

Coaching for math, science, and history teachers provided by Teachers College focused on unit development and revision.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

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.).

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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.
Measures of Student Learning committee comprised of teachers as selected by the UFT chapter leader and by Principal – committee discusses and determines MOSL for each of the departments and teachers

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 codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	\$215,673	x	Section 4, 5, 6
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal	\$1,261	x	Section 5
Tax Levy (FSF)	Local	\$3,012,650	x	Section 4, 5, 6

¹Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds

used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** 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 have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team that meets the parental involvement

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

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

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

AFSE Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **The Academy for Software Engineering (AFSE)** 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. **AFSE** will support parents and families of Title I students by:

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

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

AFSE School-Parent Compact (SPC)

The Academy for Software Engineering (AFSE), 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 on assessments.

I. School Responsibilities:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., 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
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 2	Borough Manhattan	School Number 546
School Name Academy for Software Engineering		

B. Language Allocation Policy Team Composition

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ENL teacher, and one parent.

Principal Seung Yu	Assistant Principal Melanie Mac
Coach Courtney Brown	Coach Stefanie Macaluso
ENL (English as a New Language)/Bilingual Teacher Christine Thelen	School Counselor Suzanne Zeitlin-Mellor
Teacher/Subject Area Sayaka Yamaguchi / Special Ed	Parent Andrea Hernandez
Teacher/Subject Area Joseph Spiteri / Special Ed	Parent Coordinator Ashley Cameron
Related-Service Provider Jaime Samson	Borough Field Support Center Staff Member Samuel Rodriguez
Superintendent Donald Conyers	Other (Name and Title)

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL 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/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	470	Total number of ELLs	10	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 <input checked="" type="checkbox"/>
---	--

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	0	ELL Students with Disabilities	9
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	7

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL				3		2	7		7	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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										4	4	1	1	0
Chinese										1				0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)														0
Emerging (Low Intermediate)										1				0
Transitioning (High Intermediate)										1				0
Expanding (Advanced)										3	4	1		0
Commanding (Proficient)										3	4			0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total													1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total										4	6	3		0

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					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	1		1	
Integrated Algebra/CC Algebra	6		2	
Geometry/CC Algebra	1		0	
Algebra 2/Trigonometry Math _____	0		0	
Chemistry	0		0	
Earth Science	1		0	
Living Environment	5		4	
Physics	0		0	

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	1		0	
Geography				
US History and Government	0		0	
LOTE	1		1	
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 All of our students participate in a Summer Bridge Program upon admission to AFSE. This program has dual purposes of supporting students in understanding AFSE expectations and allowing us to administer diagnostic assessments of their current literacy skills. At a high school level, we use teacher-created reading and writing diagnostic assessments graded with a common rubric. Additionally, we utilize Achieve 3000 to assess students' reading levels and gains made throughout the year. Based on our assessments we emphasize development of reading and writing skills in 9th grade, providing extended time in English, as well as utilizing the online software programs. We monitor student data in grade teams and as a Language Proficiency team three times each semester during "benchmark periods" to look for patterns to determine instructional and programmatic decisions. After identifying a common need amongst ELL with formal writing structure and non-fiction reading comprehension, we implemented gradewide strategies for TIED paragraph structure and for annotating non-fiction texts.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Three years of NYSESLAT data suggests that our ELLs are making steady progress with language development. Over three years of data, we have seen that 30-40% of our ELL population reaches proficiency each school year. ELLs who enter our school in the 9th grade typically reach proficiency by the end of 10th grade. Typically our ELLs perform well in the Listening and Speaking components of the NYSESLAT, often reaching proficiency while continuing to need support in the Reading and Writing components. Our Reading and Writing supports have moved students previously at the Intermediate level to the Advanced level within one school year. We have a small group of ELLs who have been at the Advanced/Expanding level for more than two years.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 The Language Allocation Policy Team uses the three yearly AMAO targets to assess both student growth and the effectiveness of our ESL program. We monitor the percentage of students making progressing in English per the NYSESLAT, the percentage of students scoring Proficient/Commanding on the NYSESLAT, and the progress of our ELLs in meeting grade level English and Mathematics standards. The school leader and ESL Coordinator review RLAT, RNMR, and RESI ATS reports, as well as Regents results and other in-

house assessment data to monitor student growth. While our ELLs have demonstrated steady growth in English (see Question 2 responses), our data shows that the majority of our ELLs are not meeting grade-level standards for Math.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

Our 9th grade ELLs participated in ESL programs in their middle schools and have not taken native language tests at the high school level, although home language versions of Regents Exams and Regents preparatory materials have been made available to all ELLs. Additionally, the home language is used in all communication with families to ensure The school leader and ESL coordinator use all available exam data, including NYS ELA, Math, and Science tests, NYSESLAT, and NYSITELL results to gain insights and information as to each student's strongest and weakest English modalities, content specific knowledge, and academic language development. After analyzing our current 9th grade ELLs' 8th grade NYS test results, we identified the following patterns: the majority scored a '1' on the ELA test, most scored '1' or '2' on the Math test, and there was a range of scores from '1' to '4' on the Science test. This data informed programmatic and instructional decisions made for our current 9th grade ELLs. Our small group of 10th and 11th grade ELLs need support in strengthening reading comprehension and formal writing skills. The ESL Coordinator has used this data to revise ESL curriculum to address these needs.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]
Not applicable.
6. How do you make sure that a student's new language development is considered in instructional decisions?
Our ESL teacher analyzes all unit mastery skills in ELA courses to identify appropriate learning objectives and mastery criteria for each level of ENL: Entering, Emerging, Transitioning, Expanding, and Commanding. Based on ENL level, students work towards appropriate mastery skills throughout the school year. The ESL teacher and content teachers review data related to mastery skill progress at each benchmark (3 times each semester) in order to target instruction and intervention. Additionally, a NYSESLAT baseline is used to assess students' entrypoint for the 9-12 grade band Targets of Measurement for Listening, Reading, Writing, and Speaking. Our ESL teacher has aligned instruction, including mastery skill, with the Targets of Measurement. Students are assessed and student growth and progress is analyzed at each benchmark (3 times each semester). Each ELL has the support of an academic advisor and our ESL Coordinator/teacher, who are in contact biweekly during professional development time to address learning needs. The academic advisor and the ELL's family are in contact biweekly to address any needs the student has expressed at home. The ESL Coordinator works with each grade team lead to ensure to provide current data on ELLs' language development and provide instructional best practices to address any needs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?

Not applicable.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate our ESL program's effectiveness by analyzing credit accumulation by semester and by year, Regents passing rates, and increases in annual NYSESLAT scores. Our criteria for success is that students meet their academic requirements (target credit accumulation and Regents passing by grade) and demonstrate growth per the NYSESLAT (using AMAO targets). Additionally, we utilize anecdotal feedback from surveys and in-person interviews with students and families about whether the supports provided are meeting student needs.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
Students who are already enrolled in the NYC public school system receive a letter of continuation of services in ESL. As new students are admitted into the school, the student and parents() meet with the ESL Coordinator (who speaks Spanish; if the family speaks another language, an interpreter is brought in in-person or via phone) within the first week of school. Parents of students new to the

NYC public school system complete the Home Language Survey (HLS) which the ESL coordinator administers. The ESL Coordinator administers the NYSITELL to students whose home language survey results indicate they are eligible within 10 days of admission to AFSE. Additionally, the Spanish LAB-R is administered to home language survey responses indicate Spanish is their home language. Once the NYSITELL is scanned and scored by the ESL Coordinator, parents/guardians of students identified will receive an Entitlement or Non-Entitlement letter that will be mailed home by the school secretary. If NYSITELL results indicate student needs ESL support, parents/guardians receive an Entitlement letter. If NYSITELL results indicate student does not need ESL support, parents/guardians receive a Non-Entitlement letter.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The ESL Coordinator conducts the ELL identification process within the first ten days of enrollment and, if there are indications that there was disruption to a student's previous education, the SIFE identification process is initiated. This includes administration of the oral interview questionnaire and the literacy evaluation for newcomer SIFE, which would occur within 20 days of enrollment. After administering the oral interview questionnaire and the literacy evaluation, if SIFE status is determined, ESL teacher will enter data in the BNDC screen in ATS within 30 days of enrollment. Additionally, all students, including ELLs, complete diagnostic assessments in each course aligned with course mastery skills (aligned with Regents, Common Core, and College Readiness standards). The diagnostic assessments are scored by content teachers and results are reviewed in grade teams. The ESL Coordinator communicates with grade team members regarding ELL results and identifies any students who are performing 2 or more years below grade level standards.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The Home Language Survey is administered by the ESL Coordinator per the school's ELL identification process. The Language Policy Team, including the ESL Coordinator, Assistant Principal, and IEP Coordinator, convenes to determine a student with an IEP's eligibility to take the NYSITELL. An in-person or phone conference with a parent or guardian is held to review evidence of the student's language development and determine whether the student has second language needs or if the student's disability is the key factor in the student's English proficiency. The principal either accepts or rejects the Language Policy Team's determination within 20 days and, if rejected, the NYSITELL is administered to determine ELL status. If ENL services are required, student will be programmed for appropriate ENL required minutes within 5 days of principal's determination.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL Coordinator scans the NYSITELL, the score is determined, and she generates the entitlement and non-entitlement letters the same day. The school secretary mails letters home by the following school day.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

The parents' right to appeal ELL status is included in the entitlement letter that is generated and mailed home.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

Once the ELL identification process has been completed within the first ten days of enrollment, families are invited by the academic advisor and ESL coordinator to attend an informational meeting within fifteen days of enrollment to discuss eligibility and services offered. The Parent Orientation Video is available for viewing during this meeting in 13 languages. If parent is unable to attend informational meeting, a phone meeting is scheduled and parent is provided links to view the Parent Orientation Video online. During this meeting we explain what the different services are (Transitional Bilingual, Dual Language, Freestanding ESL) and work with the parent to determine what services are best suited for their child. During the meeting, attendance will be taken including parents in attendance, staff in attendance, and languages used other than English. During the meeting, parents are informed of the academic expectations for students, including mastery skills aligned to Common Core Standards, the NYSESLAT, Regents Exams, and specific Targets of Measurement for ENL students. Parents are informed that they must complete the Parent Survey and Program Selection Form within five days of the informational meeting. If the parent does not return the form, the default option is that students are placed in ENL, as a bilingual program does not currently exist at AFSE because we do not have a group of 20 or more students with limited English proficiency in the same grade with the same native language. We always host these meetings with a translator if there is the need.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

Typically, parents complete the Parent Survey and Program Selection form during the informational meeting. If this is not possible, the ESL Coordinator establishes with the family that the documents are due within 5 days. The ESL Coordinator follows up with the family by phone and with the student in person each day after the meeting until the documents are returned.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The ESL Coordinator has a running document for all ESL compliance in which she monitors return of forms. When needed, the ESL Coordinator works with the student's academic advisor to conduct outreach to ensure timely return of the documents.
9. Describe how your school ensures that placement parent notification letters are distributed.
The ESL Coordinator generates the placement parent notification letters and the school secretary mails them home by the following school day.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is retained in students' cumulative files. These files are maintained by the school secretary and are kept locked in the school's main office. An additional copy of all ELL documentation for each student is maintained by the ESL teacher and kept locked in the ENL files in the Special Services office.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL coordinator creates a schedule that includes a proctor training session, administration of each modality of the NYSESLAT (Listening, Reading, Writing, Speaking), a makeup testing session, a training session for grading the Speaking and Writing sections, and an inventory and packaging of all test materials before return. Students eligible for NYSESLAT testing are identified on RLER report on ATS. The testing schedule is sent home to all parents/guardians of ELLs with the specific date for the separate Listening, Reading, Writing, and Speaking sections, along with an explanation of the importance of the test. The ESL coordinator familiarizes herself with the administrator's manual and relays all procedures and compliance matters to test proctors and to the administration. The Speaking test is administered by the ESL teacher (during the first several weeks of administration), who pulls students individually from classes to take the Speaking test. Another licensed teacher scores the Speaking test. One classroom is reserved for students to take each of the remaining 3 sections of the test during the final two weeks of administration - the Reading, Listening, and Writing tests. Attendance is taken for each test and any ELLs who did not take a section of the test are registered for the makeup session for any of the missing 4 sections within the final week of administration. Scoring of the Speaking and Writing tests is done by trained teachers who are not the English teachers or ESL teacher of the students being scored.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
The ESL Coordinator generates the continued entitlement and transitional support parent notification letters and the school secretary mails them home by the following school day.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
All parents have indicated their preference for a freestanding ESL program in three years of program data. This is aligned with our school's program model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).
 - a. Freestanding ENL program.

We have 4 blocks of students in each grade (9-12) divided heterogenously by 8th grade state ELA and math scores, attendance, and Special Education requirements. Each block has approximately 30 students and are of mixed proficiencies in both English and math. We believe the heterogenous groupings allow for students to learn from each other and build both academic and social skills in a diverse learning environment. Many of the classes (English, Global History, Chemistry, Living Environment, Integrated Algebra, Geometry, and Computer Science) have two teachers in the classroom for additional teacher support. Students receive 60-minute block periods of English 4 days a week and ENL instruction is integrated into these English classes. The 9th grade English class focuses on literature and composition as well as reading and writing of non-fiction and informational texts so students develop reading comprehension and formal writing skills. Moreover, students also work on writing electronically by focusing on writing for various audiences as well as reviewing writing genres, word choice, and style. Students at the Transitioning, Expanding and Commanding levels in 9th grade receive their ENL support integrated into these English classes. Students at the Transitioning, Expanding and Commanding levels in 10th grade receive their ENL support integrated into Global History class, as this is a key Regents Exam in sophomore year that requires extensive reading comprehension, analysis, and formal writing application. Students at the Transitioning, Expanding and Commanding levels in 11th grade receive ENL support integrated in English classes that focus on preparation for the Common Core ELA Regents Exam. 12th grade students receive ENL support integrated into the College Writing class that emphasizes college essay writing. Students at the Entering and Emerging levels are programmed in a standalone ENL class that is 40-minutes per class and meets 4-5 times per week based on students' required minutes.
 - b. TBE program. *If applicable.*

Not applicable.
 - c. DL program. *If applicable.*

Not applicable.
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The program is developed to maximize the amount of time ELLs spend in courses centering around reading, writing, and language development. Students at the Commanding level receive their minimum of 90 minutes per week of ENL instruction integrated into a content class. Students at the Expanding level receive their minimum of 180 minutes per week of ENL instruction integrated into a content class. Students at the Transitioning level receive their minimum of 180 minutes per week of ENL instruction integrated into a content class. Students at the Emerging level receive 120 minutes of standalone ENL instruction and 240 minutes of ENL instruction integrated into a content class each week. We do not currently have any students in the Entering level who require 540 minutes of ENL instruction per week.
3. Describe how core content is delivered in each program model. 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.

Our school follows a mastery-based learning model which is particularly supportive of ELLs as there is flexibility with time, measurable learning objectives, and mastery criteria that codify the continuum of learning and identifies growth areas. Each course is organized around Regents and Common Core-aligned mastery skills which students practice and work towards proficiency over the course of the semester. Instructional approaches and specific strategies are identified for each level of mastery of each mastery skill, so teachers employ the appropriate instructional approach for a students' given level. The semester is divided into three benchmark periods in which teachers assess students' progress towards mastery skills and hold targeted remediation and practice sessions for students who have not yet reached proficiency. The ESL Coordinator is instrumental throughout the mastery process as she collaborates with grade team leads to identify appropriate instructional approaches for each level of mastery of skills related to targeted language modalities.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Home language resources are provided to students within their classes to supplement English resources (dictionaries, technology, texts in home language). For summative assessments and Regents Exams, students are provided the option of taking the exam in their home language (if it is one of the 13 languages offered), using translation dictionaries or being provided direct translation of words. The assessment is scored by a school staff member or if a staff member does not read or write in the home language, the Translation and Interpretation Unit is utilized. Students will received feedback and a final score on their assessments taken in their home language. We continue to check student progress througout the year to determine what additional supports

including native language is needed. In high school freestanding ENL programs, there are no required home language assessments beyond the Spanish LAB-R during the ELL identification process.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We constantly use data from our Grade Monitor and electronic gradebooks to determine how students are building their reading, listening, speaking, and writing skills. All of our content areas practice these skills and evaluate students on these skills in both formative and summative assessments. This data is evaluated three times per semester during our benchmark periods.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

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

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

D. The ESL Coordinator has identified long-term ELLs, who, similar to ELLs who have been receiving service for 7 or more years, are in need of academic intervention in reading and writing. As such, the school has adopted uniform reading and writing strategies across content areas. The consistency and repetition of these strategies in all classes supports continued development of reading comprehension, vocabulary development, and structured writing skills. Additionally, long-term ELLs are offered after-school enrichment tutoring.

E. Former ELLs, on a case by case basis, are programmed for their minimum of 90 minutes of ENL instruction per week for two years following reaching proficiency. For those who continue to require support in reading and writing in specific content areas, they may be programmed in the ELL block for those content areas, and programmed for mainstream blocks in other content areas. Lunchtime and after school tutoring is provided to former ELLs, with a specific focus on supporting them with writing.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

The principal reviews data related to student's academic progress (including credit accumulation, current progress report, Regents results, attendance, and teacher reports) to identify any substantial positive or negative changes since ELL re-identification. HE does this between 6 and 12 months from the date of notification of the re-identification. The ESL Coordinator presents the findings to the principal, student, and parent so the group can determine whether there have been any adverse effects and if so, if there is a need for reversal of the initial decision.

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

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

Chart 7 does your school use curricular, instructional, and scheduling flexibility to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

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

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
Chart	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student's language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note "other approved services" does not apply to New York City at this time.

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

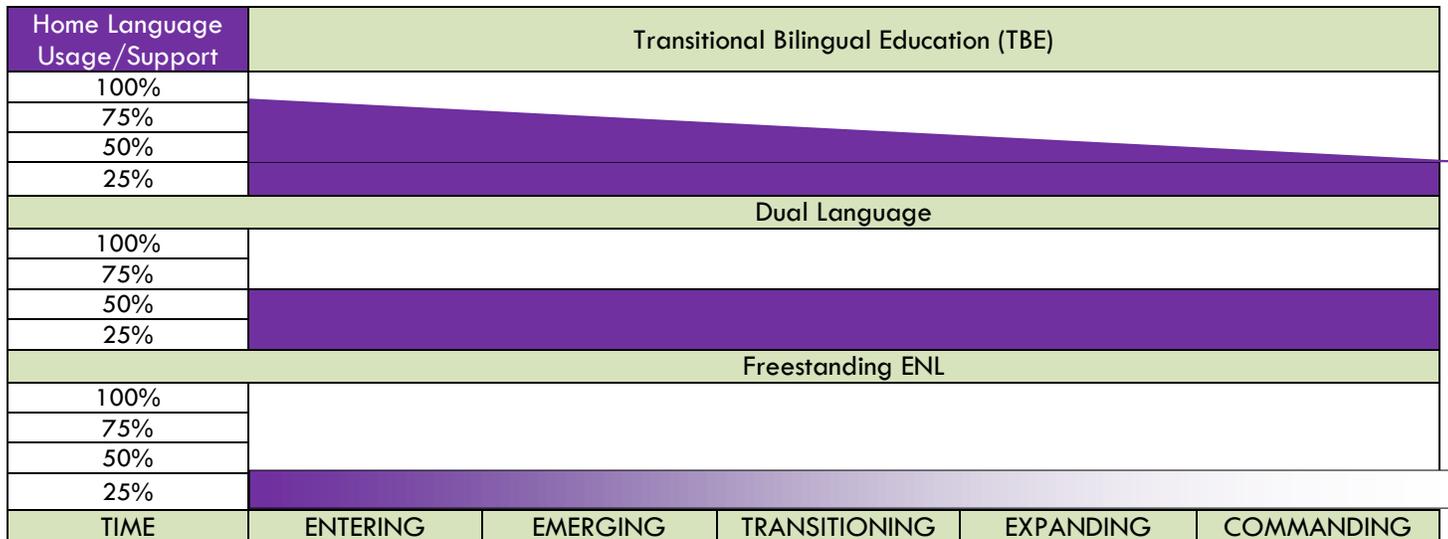


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. For ELLs receiving a grade of 70 or lower in ELA, Math, and other content areas and/or identified as SIFE and/or Entering through Emerging ENL levels, students receive targeted ELA, Math, and content areas interventions through lunchtime and after school tutoring, Saturday Academy, weekly assignments on Empower3000 and DeltaMath, adaptive online programs that provide specific skill reinforcement. Both programs provide teachers with data that is used to design classroom instruction to address identified needs in ELA and Math. Additionally, our school's targeted interventions stem from the schoolwide adoption of Universal Design for Learning and Understanding by Design. As UDL is a framework that supports teachers in unit design that incorporates learning activities and assessments for all individuals and groups, including ELLs, teachers are able to break down differentiated units into lesson plans that provide entrypoints for all learners. A variety of grade level materials are incorporated into unit and lesson design to provide appropriate supports for ELLs: reference books (bilingual dictionaries, thesauruses), visuals (posters, graphic novels, graphic organizers), manipulatives, and resources in students' native languages.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Three years of NYSESLAT data suggests that our ELLs are making steady progress with language development. Over three years of data, we have seen that 30-40% of our ELL population reaches proficiency each school year. ELLs who enter our school in the 9th grade typically reach proficiency by the end of 10th grade. Similarly, ELLs are consistently meeting the school's target credit accumulation by grade level. Our ELLs' Regents progress is on par with non-ELLs at each grade level, with the exception of Common Core Algebra. Last year's freshman ELLs did poorly, on average, on the Common Core Algebra Regents.
12. What new programs or improvements will be considered for the upcoming school year?
Next year, we are considering a program called Transitions to Algebra to support freshman and sophomore ELLs with both Math and language development.
13. What programs/services for ELLs will be discontinued and why?
Not applicable.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
Standalone ENL courses do not conflict with students' course offerings--all ELLs are offered the same core classes and electives as non-ELL students. All school programs are communicated to ELLs through daily advisory announcements, weekly emails, weekly voicemails, monthly mailed communication, and bimonthly community town halls in the auditorium. All ELLs are matched with a professional mentor through our 4-year College and Career Readiness program with iMentor. ELLs communicate with their mentors on a weekly basis and meet with them in person at school on a monthly basis. All ELLs are matched with an academic advisor who meets with them daily to review academic progress, set goals, and work on College and Career Readiness targets. All ELLs are offered enrichment before and after school as well as Saturday school. Students are invited to stay and receive additional supports after school by academic advisors and teachers based on weekly progress reporting. School-based clubs meet twice weekly after school and are open to all students. The school counselor shares a weekly Student Opportunities page with myriad extracurricular clubs, activities, events, and internship opportunities. ELLs are informed of all school programs through verbal announcements made by their advisor, weekly email communications sent directly to students and parents, and monthly communications that are mailed home.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
A variety of home language resources are used to support ELLs, including dictionaries, translated texts, Rosetta Stone, and a variety of online platforms providing content in home languages. All students have access to laptops in each classroom in the school, as well as 2 computer labs (both Mac and PC). Each student has access to the school's Google domain with cloud-based folders for each course that include instructional materials and resources that can be used outside of class.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
We only offer an ENL program model. We have an ESL teacher, three content teachers, and an administrator who are fluent in Spanish. However, we work with our students to determine how to best meet the student's language needs including providing native language support if necessary. A variety of home language resources are used to support ELLs, including dictionaries, translated texts, Rosetta Stone, and a variety of online platforms providing content in home languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Every decision and supports/resources correspond with our student's grade levels and to Common Core standards. We constantly work with the student and their families to prepare them for college and career readiness.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

We have a Summer Bridge program coordinated by the Parent Coordinator, grade team leads, and ESL Coordinator for all incoming 9th graders to administer English and math diagnostics as well as introduce them to our school and its philosophy. Additionally we have an Advisory program which matches a small group of students with an academic advisor who monitors academic progress and social/emotional development. Lastly, our students are provided with a professional mentor who assists with college and career readiness. ELLs who enroll throughout the school year meet individually with the ESL Coordinator and their new academic advisor to review their transcript and identify specific learning and social-emotional needs.

19. What language electives are offered to ELLs?

Language electives not offered until junior and senior years. Students are able to take Japanese or Mandarin classes. We have online software (i.e. Rosetta Stone - Spanish, Mandarin) installed in our computer labs and all of our laptops for students to have access.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
As we continue to develop as a new school we are implementing professional development to ensure appropriate support for our ELL students. Teachers of ELLs have received training in Quality Teaching for English Learners (QTEL) through our affinity group, New Visions. The focus of in-house ELL teacher development is to create authentic assessments of skill and content knowledge in English, Science, History, Math, PE, Arts, and LOTE aligned with mastery-based learning that are differentiated by level of language proficiency and incorporate language goals into lessons. The PD plan includes the ESL teacher providing content-based support for teachers of ELLs in staff PD on the following dates: 10/1/15, 10/29/15, 12/3/15, 1/7/16, 2/11/16, 3/10/16, 4/7/15, 5/12/16, and 6/9/16. The secretary is provided training by the ESL teacher for each stage of ELL identification, documentation, and program implementation related to her role. This is provided by the ESL teacher on a bimonthly basis. The assistant principals participate in all staff PD identified above. One of the assistant principals is a licensed ESL teacher and often co-facilitates PD with the ESL Coordinator and teacher.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers of ELLs are receiving support in engaging ELLs in the CCLS through AFSE's affinity group, New Visions. New Visions is providing monthly ELA CCLS workshops that offer specific curricular and instructional guidance to support teachers in scaffolding skill development for ELLs.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff is provided with a weeklong intensive training in August to address the curricular and socio-emotional needs of all students, including ELLs as they transition from middle to high school and from high school to postsecondary plans. Additionally, one social worker works specifically with 9th and 10th grade teachers and advisors to coordinate academic and socio-emotional supports needed in the first years of high school. In order to help students transition from middle to high school we offer an Advisory program to all of our students. Advisories meet 5 times a week and is a program where no more than 15 students are matched to a faculty member throughout the 4 years of high school. Through Advisory, teachers and students build relationships, conference regularly on academics and serve as a main line for communication with the homes to discuss academics and attendance. Students have confidence that there is a teacher available to communicate with rest of teachers and family, arrange conferences and tutoring sessions, come up with strategies for success in areas of homework, study skills, self advocacy, etc. These advisors walk their advisees through the tough transition from middle school to high school and make sure they do not fall behind as they work on their skills needed for high school success and college readiness. Through Advisory, students also receive weekly progress reports. The school also provides a mentoring program called iMentor that connects all of our students to a mentor in a technology related field. This program gives our students an opportunity to connect and build a meaningful relationship with another professional adult. The relationship entails weekly emails and monthly gatherings which takes place at our school. This program focuses on college and career readiness through the support of other professional adults and allows students to forge powerful relationships. Lastly, we also have students use PupilPath, our online gradebook, in which all of our students are registered and enables them to see a real time grade in all of their classes. It also serves as a space where they can get in touch with their teachers through email to inquire about assignments and grades. Every student also has been provided with an afsenyc.org email account to develop their capacity to use a professional email account and stay in communication with teachers and staff.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

Through AFSE's teacher development program, all teachers of ELLs receive professional development in reading and writing strategies for ELLs for one hour once each month, which exceeds the minimum ELL training for General Education teachers and meets the minimum ELL training for ENL teachers. The school's program includes a weekly 55 minute planning time for departments and 80 minutes for staff development meetings in which all teachers meet to differentiate instruction and identify common strategies for supporting students, including ELLs and ELL SWDs. The ESL teacher and coordinator facilitates ELL training for all staff within the department and whole staff meeting times. Topics addressed include: a) applying the learning standards, b) improving formal writing, c) scaffolding instruction for ELLs in reading and writing, d) using technology as a tool to support language development, and e) explicit language instruction and vocabulary development. Records for professional development activities are kept in our SY15-16_Staff Professional Development Google sheet which is accessible to all staff members through the AFSE domain. Linked in the Google sheet are agendas and attendance for each professional development activity facilitated.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

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

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

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Annual individual meeting records are kept in the cloud-based ESL Coordination file maintained by the ESL Coordinator. All meeting records are date stamped and organized in folders by year. In addition to communication from the ESL coordinator that is mailed to families, academic advisors are in contact with families on a biweekly basis to provide progress updates and identify parent and student needs.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. ELL parents are active in our PTA, iMentor Events, College Initiative Events, and Recruitment workshops and open houses. Communication about all of these events is provided in home languages and translation is provided at events. The Parent Coordinator ensures that parents are informed through daily in-person meetings and phone calls, weekly voicemails and emails and monthly mailed communication that ELL parents are informed of school-based activities.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? AFSE partners with iMentor, which provides each student with a professional mentor throughout the four years of high school. Additionally, we have a school-based health clinic that provides comprehensive physical and mental health services for students and their families.
5. How do you evaluate the needs of the parents? Parent needs are evaluated through the Learning Environment survey, through PTA surveys that are administered twice each year, and through biweekly meetings with academic advisors that are documented in our Communication Log.
6. How do your parental involvement activities address the needs of the parents? Parental involvement activities directly address needs expressed in surveys: college access, financial aid, PupilPath gradebook access, Regents Preparation, and adolescent communication strategies.

D. Additional Information

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

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

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

Part VI: LAP Assurances

School Name: Academy for Software Engineeri

School DBN: 02M546

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Seung Yu	Principal		9/17/15
Melanie Mac	Assistant Principal		9/17/15
Ashley Cameron	Parent Coordinator		9/17/15
Christine Thelen	ENL/Bilingual Teacher		9/17/15
Andrea Hernandez	Parent		9/17/15
Sayaka Yamaguchi	Teacher/Subject Area		9/17/15
Joseph Spiteri	Teacher/Subject Area		9/17/15
Courtney Brown	Coach		10/29/15
Stefanie Macaluso	Coach		10/28/15
Suzanne Zeitlin-Mellor	School Counselor		9/17/15
Donald Conyers	Superintendent		1/1/01
Maria Broughton	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **02M546** School Name: **Academy for Software Engineering**
Superintendent: **Donald Conyers**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

At the beginning of each year, the Language Access Coordinator works with the school secretary, parent coordinator, ESL coordinator, and assistant principal to ensure the school has an accurate and up-to-date assessment of parents' language preferences. The school secretary and parent coordinator review Student Emergency Contact cards and create a spreadsheet of the language preferences of parents. The assistant principal reviews the RHLA report on ATS to cross reference with the in-house language preference spreadsheet. The ESL Coordinator reviews Home Language Identification Surveys and includes additional preferences in the spreadsheet. Academic advisors facilitate biweekly conversations with each family and any information regarding language preferences is included in the Communication Log.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Our parent community comprises 20 different preferred languages. The following are our parents' preferred language for written and oral communication (the number of families with each language preference are totaled in parentheses): Albanian (3); Arabic (3); Bengali (11); Bulgarian (1); Cantonese (10); Chinese/Any (6); English (306); Fulani (3); Greek (1); Hebrew (1); Japanese (1); Mandarin (3); Mandinka (1); Nepali (1); Polish (1); Portuguese (1); Russian (5); Spanish (106); Urdu (3); Wolof (2).

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Our school disseminates the following documents each school year that require translation (the month of distribution is included in parentheses): School Year Calendar and Letter from Principal (September); Family Handbook (September); Parent-Teacher Conference Invitation (October); Fall Semester Report Cards (January); Parent-Teacher Conference Invitation (March); Regents Prep and Testing Schedule (April); Spring Semester Report Cards (June)

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Our school holds multiple events which provide opportunities for face-to-face meetings with parents (the typical month and/or frequency of the event is in parentheses): Curriculum Night (September); Parent Teacher Conferences (November and March); IEP Meetings (Annual; Month Varies); Academic Advisor calls to families regarding attendance, academics (Biweekly); PTA meetings (Monthly); College Night (April); Awards Ceremony (June)

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

The school will translate the documentation shared with parents (indicated in Part B) by utilizing NYCDOE Translation Services for all provided languages with the exception of Spanish. Once the English version of each document is finalized, the Language Access Coordinator will complete a Translation Request Form for any translations into Arabic, Bengali, Russian, Chinese, or Urdu and will email to translations@schools.nyc.gov. For languages not translated by the NYDOE Translation Services, the school will utilize the external vendor "The Big Word" to translate documentation. The school translates documents into Spanish in-house by school staff.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

School staff will provide interpretation in Spanish for all events indicated in Part B. Over-the-phone interpreters from the Translation and Interpretation Unit will be used for all other preferred languages.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

In September, all staff members participate in a professional development about translation and interpretation services. Teachers learn how to access translation services and over-the-phone interpretation services. Teachers learn the preferred languages of their students' and advisees' parents and staff discusses the Parents' Bill of Rights. Teachers are provided digital access to the T&I Brochure and Language ID Guide to utilize translation and interpretation services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Our school will provide parents notification regarding available translation and interpretation services at Curriculum Night, Parent-Teacher Conferences, and through weekly parent email announcements sent by the parent coordinator in the first two months of school (September and October). The school's main office has the following highly visible and accessible to parents upon entry: NYCDOE Welcome Poster, Parents' Bill of Rights, Parents' Guide to Language Access, and the Language ID guide.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Our school has multiple mechanisms for gathering feedback from parents regarding the quality and availability of translation and interpretation services. In addition to reviewing the annual Learning Environment survey results, the school coordinates with the PTA and SLT to administer an annual anonymous survey to parents via SurveyMonkey. Informal feedback from parents that is gained from face-to-face and over-the-phone conversations with family are documented into the Communication Log, which is monitored by administration.