

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

27Q323

School Name:

SCHOLARS' ACADEMY

Principal:

BRIAN O'CONNELL

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: Scholars' Academy School Number (DBN): 27Q323
Grades Served: 6-12
School Address: 320 B104 Street Rockaway Park, NY 11694
Phone Number: 718-474-6918 Fax: 718-945-8958
School Contact Person: Brian O'Connell Email Address: boconne@schools.nyc.gov
Principal: Brian O'Connell
UFT Chapter Leader: Kim Kostik
Parents' Association President: Irene Dougherty and Stacey Amato
SLT Chairperson: Kim Barget
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): Andriana LaMendola
Sean Hilgendorf

District Information

District: 27 Superintendent: Mary Barton
Superintendent's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Superintendent's Email Address: mbarton@schools.nyc.gov
Phone Number: 718-642-5770 Fax: 718-642-5705

Borough Field Support Center (BFSC)

BFSC: Queens Director: Marlene Wilks
Director's Office Address: 82-01 Rockaway Boulevard, Ozone Park, NY 11416
Director's Email Address: MWilks@schools.nyc.gov
Phone Number: 718-348-2959 Fax: 718-642-5705

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)
Brian O’Connell	*Principal or Designee	
Kristin Cangemi	*UFT Chapter Leader or Designee	
Irene Dougherty	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
NA	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Andriana LaMendola	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sean Hilgendorf	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Tracy Fox	Member/ Parent	
Nicole Kaplan	Member/ Parent	
Helen Wasserman	Member/ Parent	
Luann Montella	Member/ Parent	
Agata Bulatewicz	Member/ Staff/Teacher	
Kim Barget	Member/ Staff/Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Toni Mari Sorrentino	Member/ Staff/Assistant Principal	
	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 Scholars' Academy was created by a District 27 School Board Resolution on March 1, 2004 to create an academically accelerated and integrated haven of learning for gifted children on the Rockaway Peninsula. The Scholars' Academy was charged with the mission of reversing the trend of top students departing District 27 schools for public and private schools outside of District 27. To accomplish this goal, Scholars' Academy, a 6-12th grade school, replaced a middle school (27Q180). Scholars' Academy is a competitive entry school. Applications are received in autumn of the preceding year of intended enrollment. Students are evaluated and ranked competitively using multiple measures of assessment.

The Scholars' Academy embodies the research-tested attributes of the Framework for Great Schools. Through effective school leadership, the Scholars' Academy teachers collaborate to design and engage students in rigorous instructional tasks and a structured student advisory program that results in a supportive environment built upon trust and strong family-community ties.

As a result, all Scholars' Academy students benefit academically, as well as socially and emotionally. During instruction, all Scholars are actively engaged in teams called triads on learning tasks through a "Scale-Up" research-based model of cooperative learning used by many top universities. Notably in 2015, through the use of this instructional model, Scholars' Academy students with special needs ranked 3rd in New York City by earning a mean scale score of 317 on the common core state exams. All middle school students at Scholars' Academy are accelerated, completing several high school Regents courses (Algebra, Living Environment, and Spanish) by the end of 8th grade. In 2015, 100% of 8th graders passed the Living Environment Regents with a 91 average score and 93% of students scoring above an 85.

High School students also engage in an ambitious course of study with great results. From 2013-2015, high school students with special needs earned an 85% passing rate on their Regents Exams. In 2015, 100% of students graduated with a Regents endorsed diploma and 97.4% of students graduated with an Advanced Regents Diploma. 100% of students earned College Prepared status. All students may also take Advanced Placement (AP) college level courses in addition to up to twenty college credits through college partner, St. Francis College. 71% of students in AP Courses earned a score of 3 or higher. Scholars' AP Courses are: AP English Language and English Literature, AP Calculus AB and BC, AP US History, AP World History, AP Chemistry, AP Biology, AP Physics C: Mechanics, AP Art History, AP Psychology, and AP Spanish. From grade 6 to grade 12, students at the Scholars' Academy leverage technology and cooperatively engage in learning tasks and performance based assessments which enhance their academic performance while better preparing them for college and careers.

Great academic results arise in a supportive environment. As a two time *Respect For All* awarded school, the *Scholars' Academy School-wide Comprehensive Advisory Program* creates a supportive environment that buttresses the rigorous instructional program. Every staff member serves as a personal advisor to *Advisory Circles* (small groups) of students that meet at strategic intervals throughout the academic year.

Collaborative teachers are critical to the success of the Scholars' Academy students. Scholars' teachers work extensively to share instructional ideas, such as how to better leverage technology, in order to meet the needs of diverse learners through strategic supports embedded in each lesson's task. Early student dismissal on Friday afternoons permits the teachers to engage in weekly professional learning sessions to support student learning. As an Innovation Zone Ambassador School, Scholars' Academy consistently opens its doors to help education leaders and teachers from across the globe to learn how technology is leveraged to enhance student learning and strong family community ties through better home-school communication, and staff work-efficiency.

The students of Scholars' Academy also benefit from strong school-community ties. Scholars' Academy has partnerships with community-based organizations such as: Millennium Development, Rockaway Waterfront Alliance, and Rockaway Rotary Club; Higher Education Institutions such as: Queens College School of Education and St. Francis College; and Cultural/Arts Organizations such as: Broadway Jr. and the Magic Box Corporation. The primary career and college readiness partner of the Scholars' Academy is Broadridge Financial Solutions, Inc. Each year, Broadridge Executives provide career awareness trainings, on site shadowing opportunities, mentoring, college essay support, scholarships, and employment coaching helping Scholars' in pursuit of college and career readiness.

27Q323 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	06,07, 08,09, 10,11, 12	Total Enrollment	1301	SIG Recipient
				N/A
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	4	# Integrated Collaborative Teaching
				8
Types and Number of Special Classes (2014-15)				
# Visual Arts	36	# Music	30	# Drama
# Foreign Language	40	# Dance	2	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	2.2%	% Attendance Rate		95.9%
% Free Lunch	43.9%	% Reduced Lunch		9.7%
% Limited English Proficient	N/A	% Students with Disabilities		1.0%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.8%	% Black or African American		18.2%
% Hispanic or Latino	18.4%	% Asian or Native Hawaiian/Pacific Islander		23.3%
% White	38.8%	% Multi-Racial		0.3%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	1	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.4%	Average Teacher Absences (2013-14)		6.2
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	87.0%	Mathematics Performance at levels 3 & 4		94.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		100.0 %
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	100.0%	Mathematics Performance at levels 3 & 4		99.6%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	100.0%	% of 2nd year students who earned 10+ credits		99.1%
% of 3rd year students who earned 10+ credits	96.6%	4 Year Graduation Rate		100.0 %
6 Year Graduation Rate	100.0%			
Overall NYSED Accountability Status (2014-15)				
Reward	X	Recognition		
In Good Standing		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		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	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		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High 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	YES	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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	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	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			

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

Section 5A – 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.

A Scholars’ Academy mantra states: “In the Planning is the Teaching.” The Scholars’ Academy therefore embodies a collaborative professional culture wherein teachers work together to support one another in their efforts to ensure that units, lessons, and tasks contain embedded supports for students while engaging them in rigorous standards-based tasks. Using the Research-based Danielson Framework for Teaching, Scholars’ Academy continually assesses teacher prowess in three main areas based upon data garnered from the Advance Teacher Evaluation System.

Based upon the results of multiple teacher observations, study group reflections, and reflections after professional development, the 2015-2016 identified instructional focus intended to impact rigorous instruction will continue to build upon the Instructional Focus of 2014-2015. In 2014-2015, Scholars’ Academy focused its professional learning plan to impact Danielson Competencies 3b, 3c, and 3d (Questioning and Discussion Techniques, Engagement, and Assessment). 2014-2015 mid-year and most current data indicate that the goal of obtaining a school-wide competency rating across these categories of 3.30 will be obtained.

To further refine this goal based upon current teacher observation data, and to create more specific granular targets, the goals for impacting these 3 key competencies to enhance rigorous instruction will focus on the percentage of teachers scoring in the Highly Effective (HE) Range across the school’s Danielson Competency areas of focus. As of April, 2015, 39% of teachers were scoring in the HE range in Questioning and Discussion Techniques 3b. 48% of teachers were scoring in the HE range for 3c, Engagement, and 46% of teachers were scoring in the HE range for 3d, Assessment.

When considering this data, coupled with the important task of ensuring that teaching practices continually evolve to be more supportive of the specific individual groups of students needs and assorted subgroups of student needs, such as students with disabilities, ELL’s, and students scoring in the top and bottom third on summative assessments, the Rigorous Instruction Goal for 2015-2016 and School-wide Instructional Focus will emphasize assessment.

The focus upon 3d, Assessment, as an indicator of improvement is also buttressed by feedback received on our school’s 2014-2015 Quality Review Report which suggests that additional work on strategic teacher “within lesson” assessment plans should be put in place to ensure that teachers are strategically checking for understanding of key learned concepts from the lesson tasks during each lesson.

By ensuring that the Scholars’ Academy’s 2015-2016 Professional Learning Plan supports teacher development in their ability to design differentiated students supports based on strategic formative assessment plans, more relevant and rigorous instruction for all students will result.

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.

By June 2016, teachers will plan rigorous instructional tasks to improve Questioning and Discussion, Engagement, and Assessment techniques which will result in at least 40% of all teacher observation evaluations in these categories scoring Highly Effective (HE) in Danielson Competency 3b (Q&D), 50% HE in Competency 3c (Engagement), and 48% of teachers scoring HE in 3d (Assessment).

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) 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>Use of research based, MIT Scale-Up, instructional model will drive socialized learning and technology use as central to teacher lesson plan task design to improve 3b, 3c, and 3d.</p>	<p>All Teachers</p>	<p>September: Boot Camp</p> <p>Sept-June: Minimum of 4 Lesson Studies</p> <p>Observations: 2 Fall/2 Spring</p>	<p>Staff Developers</p> <p>Assistant Principals</p> <p>Principal</p>
<p>Use of technology (iPads, Google Classroom, laptops, or other assessment apps such as Nearpod, if available) as central to professional learning expectation to improve lesson plan task design that provides tiered supports, choice, resources, ability to self-assess, peer assess in addition to teacher use of an assessment plan for each lesson.</p>	<p>All Teachers</p>	<p>Fridays during Professional Learning Sessions,</p> <p>4 Lesson Studies</p> <p>2 Technology Sharing Symposiums Focused on Assessment</p>	<p>Staff Developers</p> <p>Assistant Principals</p> <p>Principal</p> <p>Technician</p>
<p>Pending funding: Hiring of ad hoc consultants and full time additional teachers with special needs licenses to inform differentiated instructional supports embedded in lesson plan tasks</p>	<p>All Teachers</p>	<p>Friday Professional Learning and Lesson Study</p>	<p>Staff Developers</p> <p>Special Education Teachers</p> <p>Consultants</p>

Workshops for Parents to raise awareness of CCLS aligned tasks done by students in school as well as how students may use technology in school and at home to support the rigorous instruction with which they are engaged. Invitations to the parents are aligned with student need by subject team.	Parents via Assessed Need with Emphasis on ELL's and SWD's.	At least one Workshop in Fall and 1 in Spring, Aligned with PA Meetings	Staff Developers Technician Translation Team Guidance Staff Key Teachers, Assistant Principals
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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.											
Central Staff Developer Subsidies, Additional Assistant Principal to Focus Support of Task Design Adjustments and Track Data of SWD's and ELL's, Strategic Professional Learning Calendar to Ensure Cyclical Process, iPads, Chromebooks, Hired Technician, Use of Translation Team Members, Support of Parent Association, 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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF	X	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.
Scholars' Academy will monitor Progress for attaining this goal in a cyclical fashion using the Learning to Improve, How America's Schools Can Get Better at Getting Better, Cycles of Learning approach: Plan, Implement, Assess, and Adjust. In addition to weekly check-ins to ensure implementation needs can be met in an on-going fashion, there will be 3 specific checkpoints that will be followed for implementation progress may be assessed, and adjusted if necessary.
There will be 3 expected checkpoints and such checkpoint data will be shared at cabinet and at the SLT Meetings for continuous focus, monitoring, and adjustment.
The checkpoints will be :
1. End of November: Data will be shared at the 1 st December Cabinet meeting and SLT.
2. End of January: Data will be shared at the 1 st February Cabinet meeting and SLT.
February Mid-Year Benchmark Review
Mid-Year Targets of Danielson Competency <i>Highly Effective</i> to be Analyzed:
<ul style="list-style-type: none"> 3b (Q&D) Target 35-40% of staff HE

- **3c (Engagement) Target 45-50% of staff HE**
- **3d (Assessment Target 43-48% of staff HE**

3. End of April: Data will be shared at the 1st May Cabinet meeting and SLT.

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.

Along with earning “Respect for All” status in 2014-2015, Scholars’ Academy implemented a structured, school-wide Student Advisory Program. This goal was based on 2012-2013, as well as 2013-2014 student survey data, indicating that only 45% of students surveyed, strongly agreed that they see an adult every day who knows their name. Additionally, 57% of students surveyed strongly agreed that there is an adult who they could trust and go to for help with a problem. As a result of this data, a Student Advisory Program was put into place to guarantee that students would have additional planned opportunities to develop connections with adult staff members with whom they do not typically interact with on a daily basis.

An Advisory Task Force was recruited and funded via per session to schedule, group, plan, and create specific activities for advisors to do with their small advisory groups (18-22 students). Throughout the academic year, the entire student body of 1,302 students was engaged simultaneously in The Scholars’ Academy Advisory Initiative. After each Advisory Session, students and advisors were surveyed to further inform the program as the year unfolded. The data below supports the need and demand to continue the Advisory Program in 2015-2016.

Advisory Feedback from Students

Summary of results:

- 89% of the students felt they made personal connections with the members of their group, which is a 5% gain from the January session
- 94% of the students indicated that they agree or strongly agree that their adviser is a person whom they trust, which is a 12% gain from the January session
- 95% of the students indicated that they look forward to the next session, which is a 4% gain from the January session
- 40% of the students indicated that they felt the timing of the session was Pretty Good or Just Perfect, and 60% of the students feel that the sessions should be longer

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.

By June 2016, the Scholars’ Academy will enhance the school-wide Comprehensive Advisory Program to support the social, emotional and academic well-being of students as individuals, learners and members of the community through six advisory sessions resulting in at least 90% of students who agree or strongly agree with the two survey questions that pertain to students having an adult, adviser, or teacher who they trust and who they can go to for help.

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>Advisors will be looped with students to next grade. 12th grade teachers will loop to 9th grade students and 8th grade teachers will loop to 6th grade students.</p>	<p>All Advisors and Advisees</p>	<p>Planning and Scheduling done in Summer 2015 based upon Table of Organization</p>	<p>Advisory Task Force Leader and Team</p>
<p>Advisory Programs will have specific “transitioning” supports built in for grades six and nine.</p>	<p>Grade 6 & 9 Students and Advisers</p>	<p>June and Summer Planning of Activities and Calendar</p>	<p>Advisory Task Force Team, Leader, and Select Advisers of grade 6 and 9</p>
<p>Examine Feedback ongoing from Post Advisory Sessions with a target of 85% on question pertaining to personal connections with group and trust with adviser after each session.</p>	<p>All Advisories Groups</p>	<p>After each Advisory Session and Shared with Cabinet/SLT at 3 check points.</p>	<p>Advisory Task Force Team Leader Cabinet SLT</p>
<p>Schedule two 2 hours summer planning sessions and six 2 hour Advisory Sessions during the school year.</p>	<p>Advisory Task Force</p>	<p>June/August Advisory Planning</p>	<p>Advisory Task Force Team and Leader Cabinet SLT</p>

Part 4 – Budget and Resource Alignment

<p>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.</p>
<p>Key Members Maintained of Advisory Task Force, Advisory Literature, Creation of Advisory “plug and play” Activities, Per Session Funding, Motivational Supplies Funding.</p>

Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

<p>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.</p> <p>Scholars’ Academy will monitor Progress for attaining this goal in a cyclical fashion using the <i>Learning to Improve, How America’s Schools Can Get Better at Getting Better</i>, Cycles of Learning approach: Plan, Implement, Assess, and Adjust. In addition to weekly check-ins to ensure implementation needs can be met in an on-going fashion, there will be 3 specific checkpoints that will be followed for implementation progress may be assessed, and adjusted if necessary.</p> <p>There will be 3 expected checkpoints and such checkpoint data will be shared at cabinet and at the SLT Meetings for continuous focus, monitoring, and adjustment.</p> <p>The checkpoints will be :</p> <ol style="list-style-type: none"> 1. End of November: Data will be shared at the 1st December Cabinet meeting and SLT. 2. End of January: Data will be shared at the 1st February Cabinet meeting and SLT. <p style="text-align: center;">February Mid-Year Benchmark Review</p> <p>Student Advisory Survey Results to be Analyzed:</p> <p>Mid-Year Target: 80%-90% of students respond "agree or strongly agree" to the identically worded 2 survey questions pertaining to having an adult, adviser, or teacher who they trust to whom they may go to for help.</p> <ol style="list-style-type: none"> 3. End of April: Data will be shared at the 1st May Cabinet meeting and SLT.
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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.

Throughout the 2014-2015 school year, the Professional Learning Team, Administrative Team, and School Leadership Team discussions revealed a thematic need to continue to ensure that the school begins each year with a scheduled and specific cyclical Professional Learning Plan that is designed to support the attainment of multiple school goals. Teacher development is critical to student achievement. Therefore, the professional learning plan must be designed to engage teachers in a collaborative quest to learn about, develop, and share new pedagogical techniques that enhance their ability to perform at effective and highly effective levels within the Danielson Framework. Teacher feedback from the 2014-2015 advisory sessions also supports the need for the creation of a professional learning plan that prioritizes and values the enhancement of teacher knowledge bases with regard to improving student advisory sessions.

In addition, weekly teacher survey data collected after each Friday professional learning session indicates that teachers experienced great value from participation in cyclical study groups focused on a specific problem of practice for a colleague. Based on teacher survey data regarding lesson studies as a vehicle for enhancing collaborative professional practice, it is clear that lesson studies must be a primary means to enhancing teacher task design with an emphasis on a coherent assessment plan that will impact Danielson Competency 3d, which was referenced in the Quality Review. In addition, consistent with the school’s instructional focus, enhanced “within-lesson” assessment plans will assist teachers in meeting the varying needs of the diverse learners in each classroom, including English language learners and students with special needs.

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.

By June 2016, the Scholars’ Academy will implement a comprehensive collaborative professional learning plan that supports teacher readiness to engage in at least 6 advisory sessions and 4 lesson study cycles designed to impact teacher use of assessment via improved lesson task design, resulting in an increase in average survey scores from 2014-2015 data (new target = 3.75 or higher) on 2015-2016 Post-Professional Learning Teacher Surveys.

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) <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>Professional Learning Team will design a cyclical professional learning calendar, which incorporates support for 6 advisory sessions and 4 lesson studies, and obtain teacher grade team leader feedback for revision.</p>	<p>Professional Learning Team Grade Team Leaders</p>	<p>Calendar is Made and Finalized During June, 2015</p>	<p>Professional Learning Team: Math/Humanities Peer Collaborative Teachers</p>
<p>Lesson studies will be based on assessed subject team needs with an emphasis on assessment during instruction that is planned for in the lesson task's design.</p>	<p>Math, Science, Humanities, Arts, Fitness Teams</p>	<p>Assessment During End of Year Conferences and IPC's.</p>	<p>Assistant Principals Staff Developers Principal Teacher Teams</p>
<p>Special education licensed teacher planning and implementation of lesson study professional learning sessions anchored in student support strategies to inform teacher task design/planning.</p>	<p>Special Education Teachers and Teachers with Strong Differentiation/Assessment Design Practice</p>	<p>Teachers TBA by August 2015 with plan outlined by September.</p>	<p>Administrators Staff Developers Special Education Teachers</p>
<p>Schedule for host/facilitator of lesson studies will be created within one month of each lesson study cycle.</p>	<p>Assistant Principals</p>	<p>Month prior to each cycle</p>	<p>Assistant Principals</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.

Staff expertise of special education teachers is critical to informing differentiated task design.

Subject team expertise is critical to sharing best practices for assessing and planning for assessment within lesson.

Consultants may be obtained, such as Ann Shannon, pending funding availability.

Per Diem funding is critical to cover teachers participating in lesson observations during lesson study cycle.

Per session funding is needed to pay for June and August planning and on-going Advisory Task Force support.

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

X	Tax Levy	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.

Scholars’ Academy will monitor Progress for attaining this goal in a cyclical fashion using the *Learning to Improve, How America’s Schools Can Get Better at Getting Better*, Cycles of Learning approach: Plan, Implement, Assess, and Adjust. In addition to weekly check-ins to ensure implementation needs can be met in an on-going fashion, there will be 3 specific checkpoints that will be followed for implementation progress may be assessed, and adjusted if necessary.

There will be 3 expected checkpoints and such checkpoint data will be shared at cabinet and at the SLT Meetings for continuous focus, monitoring, and adjustment.

The checkpoints will be :

1. End of November: Data will be shared at the 1st December Cabinet meeting and SLT.
2. End of January: Data will be shared at the 1st February Cabinet meeting and SLT.

February Mid-Year Benchmark Review

Mid-year Targets to be Analyzed by SLT

- At least 3 advisory sessions and 2 lesson studies completed
- Average Post Lesson Study Teacher Survey Results of 3.5-3.75

3. End of April: Data will be shared at the 1st May Cabinet meeting and SLT.

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.

Scholars’ Academy’s organizational system has a strong Quality Review-backed track record for its ability to mobilize numerous stake-holders in order to pursue the school’s goals and objectives. Scholars’ Academy has consistently received Well-Developed and Outstanding Quality Review Ratings. Student, teacher, and parent survey ratings have been consistently positive.

Scholars’ Academy High School Snapshot indicates that Scholars’ Academy posts greater than 90% scores in every category: School Environment, College and Career Readiness, Student Achievement, and Student Progress.

Scholars’ Academy Middle School Snapshot indicates a 100% passing rate in the core courses, an average ELA score of 3.6 out of 4.5, and an average math score of 3.9 out of 4.5. Middle school student survey results are also extremely high with the lowest score on the snapshot listed as an 86% of students stating that most students treat each other with respect. The citywide and district averages in this category are 57% and 63% respectively.

In 2013-2014, Scholars’ Academy teachers earned ratings of 68% Effective and 32% Highly Effective on the Annual Professional Performance Review.

Given the academic qualitative and quantitative data generated by the Scholars’ Academy Organization, the principal of Scholars’ Academy earned 94/100 points on the 2013-2014 Annual Professional Performance Review.

The individual and collective success of the Scholars’ Academy is buttressed by the collaborative and trusting culture that exists within the flat nature of the organization, ultimately enhancing its ability to harness individual innovation for potential cross-organization pollination.

The teaming structures of Scholars’ Academy are organized so that school leaders (principal, assistant principals, lead teachers, grade instructional leaders, and various team leaders (career and college readiness, professional learning, safety, data inquiry, etc.) overlap and interconnect, fueling a culture of intense work ethic and high expectations. At the teacher team level, subject team members routinely and systematically collaborate to plan/revise units, lessons, tasks, and assessments, so that they may then analyze data trends and adjust instructional practices, in a cyclical and on-going fashion. Ownership, high standards, and intensity to do better permeate each level of this teaching and learning organization.

Given the success of the school with regard to developing and enhancing “Effective School Leadership,” the goal to enhance systematic practices and protocols across other support teams of the organization will be focused upon in 2015-2016 in order to better standardize and ritualize information flow to the cabinet and school leadership teams, who in turn, will provide a wider perspective of feedback to the reporting teams.

The reporting teams will enhance their productivity and focus by following the protocol of the Cycle of Learning (Plan, Implement, Assess, Adjust), ultimately reporting internally and to the cabinet and school leadership team at three specific time-bound check points.

This goal is designed to deepen the current Scholars' Academy's success with regard to networked improvement communities by engaging key identified teams in a structured process of Plan, Do, Study, Act (PDSA) upon problems of practice that their respective teams face.

The teams that will be focused upon in 2015-2016 are:

- The Professional Learning Team
- School Safety Team,
- College and Career Readiness Team,
- Advisory (Task Force) Team,
- School Implementation Team (Supporting SWD), and
- Pupil Personnel Team

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.

By June 2016, the leaders of six teams, critical to Scholars' Academy functioning, will engage their respective teams in at least 3 *Cycles of Learning* protocol sessions which will enhance inter-school communication and accountability.

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 parent leadership and engagement as a key lever for school improvement. 	<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>In May, 2015, key leaders from each team represented will participate in a retreat to discuss and learn about this CEP Goal and the Cycles of Learning Protocol (COLP) and ensure a plan is in place to engage each respective team in the COLP.</p>	<p>Dean/ Safety Director Assistant Principals Director of College and Career Readiness Director of Professional Learning, Principal</p>	<p>5/2015 to 9/2015</p>	<p>Principal</p>
<p>In June 2015, each team's leader will engage his/her respective team in a protocol to ascertain a specific goal or problem of practice to focus upon for 2015-2016.</p>	<p>Dean</p>	<p>6/2015 to 9/2015</p>	<p>Principal</p>

	<p>Director of College and Career Readiness</p> <p>AP-Safety</p> <p>Professional Learning Director</p> <p>SIT Leader</p> <p>Advisory Task Force Leader</p>		
<p>In September of 2015, each team will revisit and create their respective goals and action plans, as well as specific measurable data to track/refine their work throughout the year.</p>	<p>Members of Teams:</p> <p>Professional Learning</p> <p>School Safety</p> <p>College and Career Readiness</p> <p>Advisory Task Force</p> <p>School Implementation (SWD)</p> <p>Pupil Personnel</p>	<p>9/2015-6/2016</p> <p>3 Specific Check Points:</p> <p>November/December</p> <p>January/</p> <p>February</p> <p>April/May</p>	<p>Director/Leaders of Each Team Report to Cabinet and School Leadership Team</p>

Each team leader will share data points with Cabinet and SLT at three checkpoints throughout the year and bring feedback to their teams to continue the Cycles of Learning process.	Leaders of Each Team listed above.	Cabinet and SLT Meeting in December, February, and May 2015-2016.	Directors of Each Team Report to Principal
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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.											
Per Session, Key Personnel, Meeting Time, Printed Resources: “Learning to Improve” by Bryk, et al, and online NYCDOE resources.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		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	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.
Scholars’ Academy will monitor Progress for attaining this goal in a cyclical fashion using the <i>Learning to Improve, How America’s Schools Can Get Better at Getting Better</i> , Cycles of Learning approach: Plan, Implement, Assess, and Adjust. In addition to weekly check-ins to ensure implementation needs can be met in an on-going fashion, there will be 3 specific checkpoints that will be followed for implementation progress may be assessed, and adjusted if necessary.
There will be 3 expected checkpoints and such checkpoint data will be shared at cabinet and at the SLT Meetings for continuous focus, monitoring, and adjustment.
The checkpoints will be :
1. End of November: Data will be shared at the 1 st December Cabinet meeting and SLT.
2. End of January: Data will be shared at the 1 st February Cabinet meeting and SLT.
February Mid-Year Benchmark Review
Mid-Year Targets to be Analyzed by SLT
<ul style="list-style-type: none"> • Six of Six Teams will be on time with data for SLT review. • Four of Six Teams will be on Track for Meeting their Problem of Practice Mid-year Internal Target.
3. End of April: Data will be shared at the 1 st May Cabinet meeting and SLT.
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

<ul style="list-style-type: none"> 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

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) <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>

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.

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

	Tax Levy		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.

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)	<p>Students are selected for academic intervention and acceleration services in English Language Arts based on multiple forms of data, such as state assessment performance/progress, writing assessments, benchmark exams, report card grades and individualized education plans.</p> <p>400 Students:</p> <p><u>Grades 6-8</u> - Common Core ELA</p> <p><u>Grade 10</u> - Common Core English</p> <p><u>Grades 11-12</u> - AP English /SAT</p>	<p>These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. The following are resources and materials that are used during AIS & AAT programs: NYS CCLS Ready books, MYON READER, NEWSLEA, Castle Learning, past ELA state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing, reading fictional selections, nonfiction text, newspapers, historical fiction novels, and utilizing the internet.</p>	<p>English Language Arts intervention and acceleration support classes include large group, small group and one-to-one instruction. A strategic push in plan has also been created where subject specific teachers push into ELA classes to strategically work with students in the bottom third.</p>	<p>English Language Arts intervention and acceleration support classes may take place before school, after school, during the school day and/or on Saturdays.</p>
Mathematics	<p>Students are selected for academic intervention and acceleration services in Mathematics based on multiple forms of data, such as state assessment</p>	<p>These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas</p>	<p>Mathematics intervention and acceleration support classes include large group, small group and one-to-one instruction. A strategic push in</p>	<p>Mathematics intervention and acceleration support classes may take place before school, after school, during the school day and/or on Saturdays.</p>

	<p>performance/progress, formative assessments, benchmark exams, report card grades and individualized education plans.</p> <p>400 Students :</p> <p><u>Grades 6-7</u> Common Core Math</p> <p><u>Grades 8 & 9</u> - Common Core Algebra</p> <p><u>Grade 9</u> – Geometry</p> <p><u>Grade 10</u> - Trigonometry</p> <p><u>Grades 11-12</u> - AP Calculus/ Statistics/SAT</p>	<p>designated to show a need/weakness.</p> <p>The following are resources and materials that are used during AIS programs: NYS CCLS Ready books, Castle Learning, past Math state exams, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, AMSCO prep books, NYS Coach books, Mathletics, online courses and utilizing the internet.</p>	<p>plan has also been created where subject specific teachers push into Math classes to strategically work with students in the bottom third.</p>	
<p>Science</p>	<p>Students are selected for academic intervention and acceleration services in Science based on multiple forms of data, such as state assessment performance, formative assessments, labs, benchmark exams, report card grades and individualized education plans.</p> <p>250 Students:</p> <p><u>Grade 8</u> - Living Environment</p> <p><u>Grade 9</u> – Physics</p> <p><u>Grades 9 & 11</u> - Earth Science</p> <p><u>Grade 10</u> - Chemistry</p>	<p>These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness.</p> <p>The following are resources and materials that are used during AIS programs: U Texas, Castle Learning, Regents exams, AP exams, rubrics, predictive exams, diagnostic exams, and Regents review books, mini labs, online courses and utilizing the internet.</p>	<p>Science intervention and acceleration support classes include large group, small group and one-to-one instruction.</p>	<p>Science intervention and acceleration support classes may take place before school, after school, during the school day and/or on Saturdays.</p>

	<p><u>Grades 11-12 AP</u> Physics, AP Chemistry & AP Biology</p>			
Social Studies	<p>Students are selected for academic intervention and acceleration services in Social Studies based on multiple forms of data, such as state assessment performance, writing assessments, benchmark exams, report card grades and individualized education plans.</p> <p>180 Students:</p> <p><u>Grade 9</u> - US History</p> <p><u>Grade 11</u> - Global History</p> <p><u>Grades 9-12</u> - AP US History, AP Psychology, AP World History</p>	<p>These programs consist of teacher created lessons, assignments and activities designed to provide individualized instruction in areas designated to show a need/weakness. Based upon data analysis and needs assessments, teachers recommend students for these small group AIS classes. The following are resources and materials that are used during AIS programs: Regents exams, Castle Learning, AP exams, rubrics, predictive exams, diagnostic exams, online courses, essay writing, reading fictional selections, nonfiction text, newspapers, primary source documents, historical speeches, historical fiction novels and utilizing the internet.</p>	<p>Social Studies intervention and acceleration support classes include large group, small group and one-to-one instruction.</p>	<p>Social Studies intervention and acceleration support classes may take place before school, after school, during the school day and/or on Saturdays.</p>
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<p>Students are selected for counseling, at risk or health services based on individualized education plans student referrals, parent referrals and/or teacher referrals.</p> <p>Gr 6 - 263</p> <p>Gr 7 - 189</p>	<p>Guidance supports are provided to students to provide counseling about topics such as: organizational skills, work quality, study skills, homework completion, class performance, conflict mediation, community service, parental</p>	<p>One-to-one, small group, class or grade sessions and/or assemblies</p>	<p>Counseling and health support services classes may take place before school, after school, during the school day and/or on Saturdays.</p>

	<p>Gr 8 - 263</p> <p>Gr 9 - 157</p> <p>Gr 10- 122</p> <p>Gr 11 - 112</p> <p>Gr 12 - 116</p>	<p>involvement, peer pressure, parent divorce/separation, bereavement, anger management, STH, how to interact in a positive setting, high school selection process and college readiness. Class workshops are also facilitated to address topics such as anger management, positive social interaction, peer pressure, being a positive role model and saying no to drugs and alcohol.</p> <p>Students also receive services from the school nurse and paraprofessionals with regards to: diabetes, asthma conditions, nebulizer treatment, severe allergies, migraines, use of crutches, etc.</p> <p>Speech, occupational therapy, physical therapy, adaptive physical education, and hearing services are also provided on a one to one or small group basis depending on students' individualized education plans.</p>		
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the 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.					
	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	X	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.

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).

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.).

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting 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			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

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.

Parent Involvement Policy

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. Scholars' Academy, 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. Scholars' Academy 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.

School-Parent Compact (SPC)

Scholars' Academy, 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 27	Borough Queens	School Number 323
School Name Scholars' Academy		

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 Brian O'Connell	Assistant Principal Dannielle Colleran
Coach Bryan Miltenberg	Coach Ryan Milano
ENL (English as a New Language)/Bilingual Teacher Judith Mainhart	School Counselor Rosa Lagombra
Teacher/Subject Area Jeannine Giove - CB	Parent Irene Dougherty
Teacher/Subject Area Ryan Milano - Math	Parent Coordinator Felicia Williams
Related-Service Provider Lorraine Caraccio	Borough Field Support Center Staff Member Pierre Galvez
Superintendent Mary Barton	Other (Name and Title) Gianfrance Moretta, Counselor

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)	1305	Total number of ELLs	0	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and 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 checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input checked="" type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input type="checkbox"/>	No <input checked="" 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	0	0	0	0	0	0	0
Dual Language							0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

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

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

	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	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	0	0	0	0	0	0	0	0	0	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	0	0	0	0	0	0
SELECT ONE													0	0	0	0	0	0	0	0
SELECT ONE													0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
SELECT ONE	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>0</u>
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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							1	0	0	1	0	0	0	0
Chinese							0	0	0	0	0	0	0	0
Russian							0	0	0	0	0	0	0	0
Bengali							0	0	0	0	0	0	0	0
Urdu							1	0	0	0	0	0	0	0
Arabic							0	0	0	0	0	0	0	0
Haitian							0	0	0	0	0	0	0	0
French							0	0	0	0	0	0	0	0
Korean							0	0	0	0	0	0	0	0
Punjabi							0	0	0	0	0	0	0	0
Polish							0	0	0	0	0	0	0	0
Albanian							0	0	0	0	0	0	0	0
Other							0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of 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	0	0	0	0	0	0	0
Emerging (Low Intermediate)							0	0	0	0	0	0	0	0
Transitioning (High Intermediate)							0	0	0	0	0	0	0	0
Expanding (Advanced)							0	0	0	0	0	0	0	0
Commanding (Proficient)							2	0	0	1	0	0	0	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 AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total							0	0	0	0	0	0	0	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							2	0	0	1	0	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6		1	1		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			1		1				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					1		1		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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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)	0	0	0	0	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
The school uses teacher-created assessments aligned to the skills found on the NYSESLAT to track the progress of ELL students. We analyze the data from the assessments as well as the assessment feature in NEWSELA, benchmarks, running records, NY Ready benchmark assessments, and ongoing teacher analysis to track student progress. After the data is collected, the information is used to drive instruction and students are grouped accordingly. Resources are adjusted to ensure students have multiple entry points. The data determines additional supports that may be needed regarding language acquisition and vocabulary acquisition.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The NYSESLAT reveals that students are in need of additional ELA instructional support in grades 6 and 9.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The school looks carefully at AMAO #1 to make sure students are progressing in their language acquisition. The information from the report informs us of the areas to focus on. We continue to ensure that instruction is targeted and that courses explicitly prepare students for Regents and the State ELA exam.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
At this time, we offer an integrated free-standing ENL program. Teachers meet weekly during inquiry meetings to analyze assessment data and adapt instruction. Students are currently performing at or slightly below their peers on assessments. Ms. Mainhart, ELL teacher, provides individual support for each student to best meet their needs.
- 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](#).]

N/A

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

We analyze the students progress and make necessary adjustments to instruction as needed.

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?

N/A

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

We use several data points to evaluate the success of our program. The teacher teams analyze the data of ELL students on their CCLS writing pieces, benchmark exams, and in-class assessments to ensure ELL students are on track to succeed on the NYS ELA exam and Regents level exams.

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.

The admissions process includes a parent and student meeting for families as they complete the Home Language Identification Survey. Parents are welcomed by the parent coordinator. Parents complete the Home Language Identification Survey. Informal interviews of the students and parents are conducted by the ELL teacher (Judith Mainhart), testing coordinator (Jeannine Giove), English teacher (Bryan Miltenberg) or Assistant Principal (Dannielle Colleran). During the interview, the preferred language is determined, then parents watch the Parent Orientation video and answer the questions found on the Parent Survey and Program Selection Form. Parents are informed of the three options for ELA programs (Dual, Bilingual, and ESL). For initial placement, students are given a literacy exam. Within a week, Ms. Mainhart administers the NYSITELL or the Spanish LAB for students whose home language is Spanish.

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).

Within the first 30 days of school assessment data is analyzed to ensure students are identified. The LAP Team analyzes data from ATS, SESIS and Skedula (a data management and analysis tool) to identify students.

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 Special Education Implementation Team and the Language Proficiency Team work together to identify students by conducting one on one interviews with incoming students, as well as by reading the IEPs for all incoming students. The LPT Team reviews the documents and determines whether or not to administer the NYSITELL. The recommendation is sent to the principal. After the principal's final determination the team moves forward with the appropriate next steps. Once students are identified, parents receive notification. Parents will receive the Parent Survey and Program Selection Form in their preferred language in order to elect the program that best suits their child's needs, if, in fact, student deemed eligible.

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.

After the NYSITELL is administered, entitlement or non-entitlement parent notification letters are sent to the parents within five school days by the ELL teacher Ms. Mainhart. The parent letters are returned to the pupil accounting secretary, Ms. Molino.

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).

If applicable, parents will be informed in writing and orally by Ms. Mainhart of the ELL status and of their right to appeal the ELL status within 45 days. Ms. Molino, pupil accounting secretary, will ensure the appeal takes place within the 45 day time frame.

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.

Parents watch the Parent Orientation video in their home language. Our ELL teacher, Ms. Mainhart, or Assistant Principal Colleran, meets with the parents one-on-one to explain the three program choices and answer any questions they have before they fill out the Parent Survey and Program Selection. This interview, including the video, takes place the day the family arrives to school.

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.
Ms. Mainhart and Ms. Colleran ensure all communication with parents is clear. Ms. Mainhart and Ms. Colleran ensure that necessary letters, surveys and forms are distributed and returned on the day of their interview. In the event a form is not returned, we utilize our communication systems such as Pupilpath, translated letters, translated emails, face to face meetings, phone calls and home visits if needed to follow up with parents. Ms. Molino ensures all documents are placed in the student cumulative folders.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
Ms. Colleran and Ms. Molino monitor the completed forms of identified students. In the event the forms are not completed and returned, reminders go out using the Pupilpath online communication system. Ms. Molino calls the homes of students that do not return the forms.
9. Describe how your school ensures that placement parent notification letters are distributed.
Parent notification letters are distributed while the parents are still in the building after using an in-house assessment to tentatively determine a student's NYSESLAT status. If students subsequently are not ELLs, families are informed immediately by Ms. Mainhart. A paper copy of the letter is sent home with the student and an email using the Pupilpath translation system is sent out as well. Ms. Mainhart collects any returned notices and submits them to Ms. Molino.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
Documentation for ELL students is retained in the student's cumulative file. The HLIS survey is placed in the cumulative folder after the registration process. Non-entitlement and entitlement letters are distributed and collected by Ms. Mainhart, ELL teacher, and then given to Ms. Molino, pupil accounting secretary, to file in the student's cumulative folder. Ms. Mainhart keeps a copy for her files as well.
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.
In the event that the NYSESLAT is administered, the school completes each section with the support of Ms. Giove and Ms. Mainhart. Students that are entitled to testing accommodations receive them. Ms. Mainhart administers the speaking section to each student in a location separate from other students. The listening, reading, and writing sections of the exam are administered by Ms. Mainhart. The exams are scored as per the directives from the NYSESLAT school administration manual. The documents are submitted to identified scanning centers as per the directives from the NYSESLAT School Administration Manual.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Each September, Ms. Colleran uses the RLAT to determine the status of students. Ms. Colleran works with Ms. Mainhart to ensure all entitlement letters and transitional support parent notification letters are prepared. Ms. Mainhart distributes the letters to the students and a Pupilpath message is sent home to parents in their preferred language. Ms. Molino receives the names of all students that received the letters and creates a checklist of when the letters are returned. The returned letters are placed in the student's cumulative file.
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).
Historical data indicates that students did not qualify or identify for such program choices. Currently, we do not have any students that require bilingual education or dual language programs. The school offers an integrated ENL program through Ms. Mainhart, ELL teacher. Three students are receiving 90 minutes of instruction in the core classes. The school keeps a running tally of the program choices parents make. In anticipation of ELL student population needs, teachers with bilingual education and dual language licenses will be recruited.

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.

The integrated ELL teacher pushes into core classes of the identified students 90 minutes weekly. Ms. Mainhart supports the two grade 6 students during the Humanities Class. She supports the students using resources such as NEWSELA, scaffolded tasks, iPads, individual writing conferences, individual reading conferences, graphic organizers, and visual displays. Ms. Mainhart supports one grade 9 student during two separate core classes. Ms. Mainhart is in an integrated science class 45 minutes per week and provides support by scaffolding tasks, supporting the student with table discussions, re-reading text, chunking the text, providing various graphic organizers, providing visuals, and repetition of language. Ms. Mainhart is also in an integrated math class 45 minutes weekly and provides support by showing visuals, breaking apart the questions, supporting with table discussions and re-reading questions. Ms. Mainhart keeps a daily log tracking student progress and keeps the parents informed.
 - b. TBE program. *If applicable.*

N/A - Enrollment data indicates current students do not fit this criteria
 - c. DL program. *If applicable.*

N/A - Enrollment data indicates current students do not fit this criteria
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 LAP Team works closely to ensure that student instructional programs comply with NYSED-CR Part 154 mandates and regulations including parent involvement procedures, course work, instruction and teacher professional development. Students are identified and the LAP Team analyzes the data to determine which core classes the ELL teacher should support. Necessary program adjustments are made to ensure students receive the mandated instructional minutes. The LAP team is designed to coordinate an academic plan to support and enhance all services for ELL students. The pupil accounting secretary intake team member, guidance counselor, ELL teacher and AP will serve as points of contact between home and school.
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.

Core content is delivered to students using a variety of resources. The ELL teacher provides instructional support in the humanities class of the grade 6 students for two 45 minute sessions weekly. The students use iPads to access resources such as Learning Ally, NEWSELA, Castle Learning, visuals, dictation APPs, voice to text features, and the classroom library to support English language instruction. Ms. Mainhart teaches with a science and a math teacher to support the grade 9 student. The student uses a macbook to access learning content on the curriculum sites created by the teachers. The student has access to Learning Ally, NEWSELA, Castle Learning, visuals, and text to speech features. Modifications are made to core materials to ensure the student has an entry point. The ELL teacher reinforces English language by reading aloud problems and providing visuals as needed.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

Ms. Mainhart, ELL teacher, monitors student progress throughout the year and questions the students on their preferred language for instructional resources and support.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

The former ELLs are assessed in reading, writing, speaking, and listening throughout the school year. Students complete six major writing pieces in humanities. Students conduct oral presentations, read a variety of novels and articles, and communicate daily with teachers and peers. Core, enrichment, and ELL teachers ensure that the ELL students are on point in these areas so that they are successful in the four modalities.
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

Instruction is differentiated for each subgroup of students. Students who fall into the categories of SIFE, newcomer, developing, or long term would receive necessary services to support their development. The current ELL population is limited to former ELLs. Students are provided supports based on their identified areas of weaknesses. Students receive 90 minutes of integrated ENL support in humanities, math, or science class. The teacher provides the students with various scaffolds to help support their language development. Beyond the classroom support, students are provided the opportunity to attend extra help small group classes, peer tutors, while also receiving separate location and extended time for testing.

Chart 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 school uses multiple tools and staff to periodically monitor the progress of the students after each marking period to ensure students are succeeding.

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?

Teachers utilize a variety of instructional strategies to support ELL-SWDs that provide students with access to academic content areas while accelerating English language development. Supports include scaffolded instruction, graphic organizers, manipulatives, task sheets, iPads, videos, laptops, Mathletics, Castle Learning, Learning Ally, NEWSELA, paired passages, flexibility in deadlines, peer tutoring, small group extra help, AIS, etc

9. How 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?

The school uses a variety of resources such as Learning Ally, Castle Learning, NEWSELA, scaffolded questions, teacher curriculum sites, to allow the student to have access and entry points to the curriculum. IEPs of ELL students are analyzed and implemented by the ELL teacher, special education, and core class teachers. All teachers work together to support the student and meet their IEP goals. IEP students are programmed based on the program recommendations in their IEPs. ELL teachers team teach with core teachers to support the students.

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 <i>per week</i> (360 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.)			
Chart 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 <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 <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	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(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. 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.

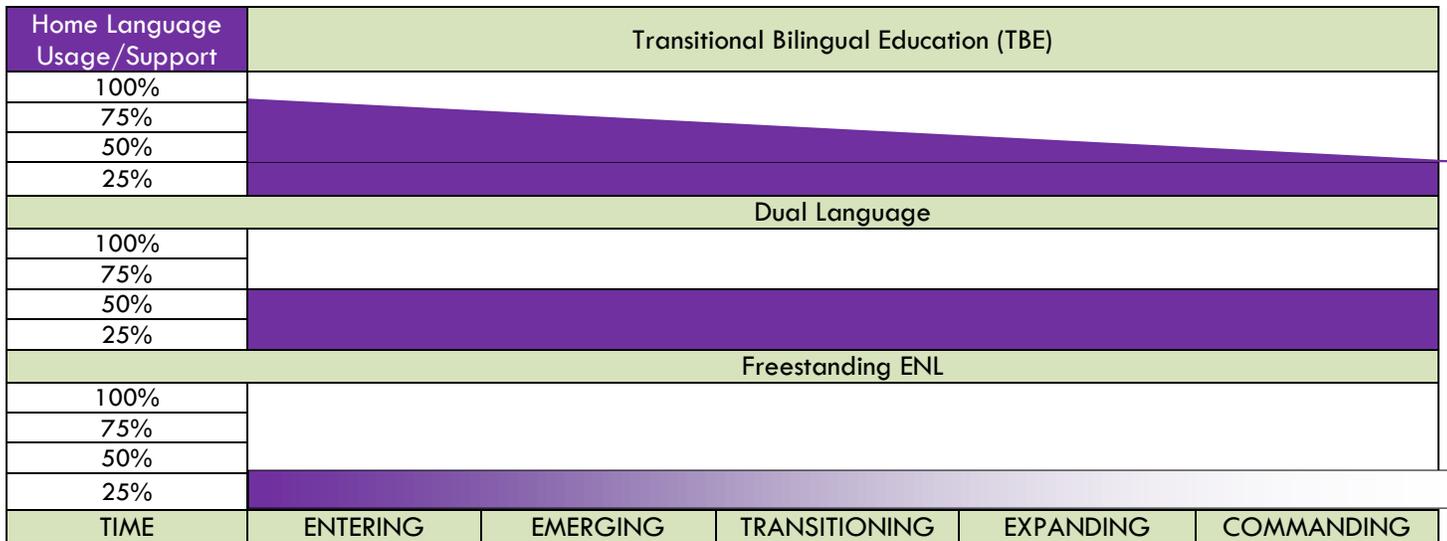


*Note: “other approved services” does not apply to New York City at this time.

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. The targeted intervention programs for ELLs in ELA, math and science consists of an integrated ELL program with targeted support from Ms. Mainhart, licensed ELL teacher. Ms. Mainhart works closely with the humanities, math and science teachers to ensure that appropriate supports are in place for the identified students. Ms. Mainhart keeps an ongoing log of interactions with students to track the supports that are working best for them. Ms. Mainhart differentiates supports through scaffolded questions, chunking texts, individual reading conferencing, repetition of language, supporting student discussions, writing conferences, visual representations, and various graphic organizers.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development. Students receive extra support by an ELL instructor in a core class. The teacher provides students with additional resources or supports in scaffolding materials so that the student has an appropriate entry point. Students feel supported and data indicates that they have shown success in improving their content knowledge and language development.
12. What new programs or improvements will be considered for the upcoming school year? For the upcoming school year, improvements to enhance the program will include purchasing NEWSLA Pro to provide students with various leveled text in order to support the various lexile levels of ELL students. The program will be enhanced by providing targeted professional development to the ELL teacher.
13. What programs/services for ELLs will be discontinued and why? N/A
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building. ELL students have equal access to all school programs throughout the year. Students receive Pupilpath messages in the preferred language to make parents and students aware of the various programs in the school. Parents of ELLs are notified of afterschool programs such as Millennium Development, peer tutoring, sports clubs, and AAT classes. Notification in the preferred language and English will take place through emails, paper notices sent home, and daily morning messages that are on the school's website.
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. ELL students have one to one iPads in the middle school classrooms and one to one macbook pros in the high school classrooms. ELL students have access to the online curriculum for all courses. Students are provided with various supports such as leveled text, scaffolded questions, various visuals, graphic organizers, peer tutors, and NEWSLA. Students have access to the computer lab during morning arrival, lunch, and after school.
16. How is home language support delivered in each program model (DL, TBE, and ENL)? N/A Current enrollment data indicates students do not fit this criteria.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Support, services, and resources that are provided to ELLs match their age and grade level. The school develops age appropriate curriculum based on the Common Core Standards and the Scope and Sequence. Teachers utilize resources that are within the recommended lexile level for the respective grade span. Ms. Mainhart collects data from various sources to identify student weaknesses and provides necessary supports that are age and grade level appropriate. Often these supports include graphic organizers, visual representations, guided questions, text summaries, and repetition of language.
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). Activities to assist the newly enrolled ELL students include a student/parent orientation. Parents and students are invited by the homeroom teacher and Ms. Mainhart to attend Curriculum Overview Night. Parents and students receive resources in their preferred language if necessary. Librarian, Ms. Shannon, invites students to attend lunch time open access and gives them a tour of the library and data bases. Mr. Miltenberg and Ms. Shannon invite students to attend the Reading Celebration Night that takes place every fall. Ms. Williams and Ms. Mineo, parent coordinators, invite parents to attend meetings throughout the school year. Ms. Mainhart, Mr. Milano, and Mr. Miltenberg have parent workshops that are geared towards providing supports for English Language Learners.
19. What language electives are offered to ELLs? ELL students are offered Spanish as an elective.
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)?

N/A Current enrollment data indicates that students do not fit this criteria.

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.)
Professional development for ELL personnel includes sessions in which teachers engage in a lesson study process (teachers review lesson plans, provide feedback and suggestions, observe the lesson, and debrief). Subject team meetings take place wherein teachers analyze and modify student tasks, lesson plans, and unit plans to ensure there are multiple entry points. In addition, teachers and other staff attend outside professional learning workshops. ELL personnel attend monthly workshops through the Borough Field Support Center. They attend webinars that enhance their toolbox of resources to support ELL students.
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?
ELL teachers attend professional development throughout the year. ELL teachers attend sessions through the Borough Field Support Center. ELL teachers engage in professional learning through the lesson study cycle that has a focus on providing ELL students with appropriate supports to enhance learning using CCLS.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Staff members are informed of student ELL status. Grade level teachers meet weekly to discuss identified students and are provided with a list of instructional strategies of ways to appropriately support the students. The guidance counselor attends the grade level meetings to ensure that ELL students transition seamlessly into the school. Teachers determine whether or not students should be assigned a learning buddy to assist in the transition.
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.

A professional learning calendar is created by the professional learning team. The calendar is created to meet the needs of all instructional staff including ELL teachers. The professional learning calendar includes sessions that are dedicated to providing teachers with instructional strategies to support ELL students. This training takes place during a six week cycle. The ELL teachers receive additional professional training through webinars and workshops from the Borough Field Support Center. They attend workshops offered through the DOE. The hours for professional learning are tracked through sign-in sheets and Google Forms.

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?

Individual parent workshops take place with parents of ELLs to discuss the goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas throughout the school year. The initial meeting occurs after the identification process to ensure that parent concerns are addressed and student goals are set. Ms. Mainhart, or the core teacher, contacts parents bi-weekly to discuss progress of student goals. Parents are invited monthly to attend workshops and grade meetings to discuss student progress.

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.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
Question 2: Records for annual individual meetings with ELL parents will be kept using the anecdotal portion of Pupilpath, online communication system, as well as Google Forms. Teachers will record meetings, track emails, and note parent phone conferences using the anecdotal portion of Pupilpath.

Question 3: ELL parents are invited to attend parent workshops, visit classrooms, and meet teachers throughout the school year. ELL parents are invited to attend curriculum overview night, ELL parent workshops, monthly PA meetings, monthly school events such as Reading Celebration Night, transcript workshops, college nights, school performances, NYS ELA & Math Exam workshops, cyber-bullying workshops, safety workshops, college and career fairs, technology parent workshops, parent meet and greet evenings, and tips for supporting your child workshops.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
The school conducts multiple parent workshops throughout the year that includes workshops from community based organizations such as Millennium Development, Project Hope, Counseling in Schools, CSE, 100th Pct, Lead Teacher workshops, and guidance workshops.

5. How do you evaluate the needs of the parents?

Parent needs are evaluated through Google surveys that are administered following parent workshops. The data from these surveys is analyzed in order to inform future parent workshops. Parents with additional questions are contacted by phone or email immediately following the workshop.

6. How do your parental involvement activities address the needs of the parents?

The parent involvement activities are geared towards parent needs based on previous surveys, items discussed at PA meetings, and items requested from teachers. Parent workshop topics include - bullying, safe internet usage, preparing for the common core assessments, college and career readiness, high school application process, college application process, understanding assessments from middle to high school, LGBT training, ELL workshops, etc.

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.

Quality Review results conveyed that the school is "Well Developed," indicating efficacy with regard to this matter. Additional parent outreach takes place during parent orientations, open houses, translated monthly event calendars, and letter translations. Numerous staff members serve as interpreters. In addition, the admissions director and attendance coordinator are the school's official Spanish/English interpreters. Several languages spoken fluently by our staff are: Spanish, Mandarin, Nigerian, French, Arabic, German, Russian, Italian, Filipino/Tagalog, and American Sign Language.

Part VI: LAP Assurances

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)
Brian O'Connell	Principal		9/25/15
Dannielle Colleran	Assistant Principal		9/25/15
Felicia Williams	Parent Coordinator		9/25/15
Judith Mainhart	ENL/Bilingual Teacher		9/25/15
Julie Molino	Parent		9/25/15
Kalya Montalvo, Humanities	Teacher/Subject Area		9/25/15
Jeannine Giove, CB	Teacher/Subject Area		9/25/15
Ryan Milano, Math	Coach		9/25/15
Bryan Miltenberg, Humanities	Coach		9/25/15
Rosa Lagombra	School Counselor		9/25/15
Mary Barton	Superintendent		9/25/15
Pierre Galvez	Borough Field Support Center Staff Member _____		9/25/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **27Q323** School Name: **Scholars' Academy**
Superintendent: **Mary Barton**

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.

The Home Language Identification Surveys, Emergency Information Cards, and RHLA reports on ATS are the reports used to assess language preferences of all parents. We use this information rendered from these documents/reports to designate the appropriate language in which correspondence is conducted with parents. We generate this information into a spreadsheet in order for the school community to correspond with families in the preferred language.

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.

After analyzing the various data, it is determined that the primary preferred language of parents for written and oral communication is English (83%). 3% of parents request written and oral communication in Bengali, 1% of parents request written and oral communication in Polish, 2% of parents request written and oral communication in Russian, and 6% of parents request written and oral communication in Spanish.

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.)

The documents that are disseminated annually to parents and posted online are the Parent Handbook, monthly calendars, Principal's Monthly PA and SLT Report, after-school notices, team sports notices, parent teacher conference memos, curriculum overview invitations, and monthly notices for PA meetings. The Parent Handbook is distributed in September. The parent teacher conference memos are sent home twice a year. All other correspondence is communicated monthly.

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.

Throughout the year, the school hosts multiple events in which parents are invited to attend. The events include Curriculum Overview Night, monthly PA meetings, monthly parent workshops, college fairs, middle school and high school performances, Reading Celebration Night, STEM Family Night, high school application workshops, college application workshops, middle school open houses, and parent teacher conferences.

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.

Team members ensure that students and parents receive documents in the needed translated versions. An online communication system, Pupilpath, is used, in addition to school staff translators and the translation unit.

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.

The school uses on site in house school staff to communicate with parents in various languages, as well as using the over-the-phone interpreters as needed.

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.)

During the September faculty conference and teacher grade team meetings, teachers and staff members are made aware of translation services. Materials are distributed to staff and the directions are explained.

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

The school places a sign in several prominent places in the school informing parents of the translation services available to them, as well as a welcome poster, parent guide, and language ID guide at the safety desks.

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)

The school conducts surveys via Google Forms to ensure that parent needs are met. In addition, school staff engages parents at face to face SLT meetings and Parent Association meetings.