



2015-16
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)

DBN: (i.e. 01M001):

11X270

School Name:

**ACADEMY FOR SCHOLARSHIP AND ENTREPRENEURSHIP: A COLLEGE BOARD
SCHOOL**

Principal:

ZENOBIA WHITE

School Comprehensive Educational Plan (SCEP) Outline

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Section 1: School Information Page

School Information

Academy For Scholarship and Entrepreneurship 11 X 270
School Name: _____ School Number (DBN): _____
9-12
Grades Served: _____
921 East 228th Street, Bronx, NY 10466
School Address: _____
718-696-3840 718-696-3841
Phone Number: _____ Fax: _____
Dawn Harris DHarris17@schools.nyc.gov
School Contact Person: _____ Email Address: _____
Zenobia White-DaCruz
Principal: _____
Arlene Whiteman
UFT Chapter Leader: _____
Mr. Reynolds
Parents' Association President: _____
Zenobia White-DaCruz
SLT Chairperson: _____
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Rose White
Coline Samuda
Student Representative(s): _____
Akaila Wilson

District Information

11 Carron Staple
District: _____ Superintendent: _____
1 Fordham Plaza
Superintendent's Office Address: _____
CStaple@schools.nyc.gov
Superintendent's Email Address: _____
718-741-5852 718-741-7098
Phone Number: _____ Fax: _____

Borough Field Support Center (BFSC)

Bronx Jose Ruiz
BFSC: _____ Director: _____
1 Fordham Plaza
Director's Office Address: _____

Jruiz2@schools.nyc.gov

Director's Email Address:

917-608-0230

718-828-6280

Phone Number:

Fax:

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this School Comprehensive Educational Plan (SCEP) 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)
Zenobia White-DaCruz	*Principal or Designee	
Arlene Whiteman	*UFT Chapter Leader or Designee	
Jeremy Reynolds	*PA/PTA President or Designated Co-President	
Denise Britton	DC 37 Representative (staff), if applicable	
Wanda King	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Coline Samuda	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Alba Espinosa	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tawana Butler/CBO	CBO Representative, if applicable	
Georgette Grossett-Dale /UFT	Member	
Rufina Belthrop, CSA	Member	
Sherri Powell/Parent	Member	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Vivian Dunn/Parent	Member	
	Member/	
Lloyd Francis, Parent	Member/	
	Member/	

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

The School Comprehensive Educational Plan (SCEP) 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 SCEP 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 SCEP 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 School Comprehensive Educational Plan (SCEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement 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 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.

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.

Accountability Tools 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 informed by the New York State Education Department's (NYSED) Diagnostic Tool for School and District Effectiveness (DTSDE) Tenets, the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYSED's Six DTSDE Tenets

To strengthen the existing system, the NYSED has developed a tool that captures the best practices from each of the current tools – they call it a Diagnostic Tool for School and District Effectiveness. This new tool encompasses multiple instruments such as interviews, classroom observations and surveys. The protocol will begin with a clear and cogent statement of the optimal conditions of an effective school and the instruments comprising the protocol will measure how close or far away a particular school is to the optimal conditions identified. Once reviewed, the school and district will create a strategic plan to address the areas in need of improvement. All Priority and Focus Schools and Focus Districts must use the new tool; and districts that are required to submit District Comprehensive Improvement Plans and Comprehensive Educational Plans also will use the tool.

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

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 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 SCEP 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:** For schools that received an Integrated Intervention Team (IIT) School Review Report, enter the HEDI rating for each assessed Statement of Practice (SOP) in Part 1A of the needs assessment. For schools that did not undergo an IIT review, refer to the major findings/recommendations from your most recent Quality Review (QR) or Alternative QR (AQR), and other qualitative and quantitative data.
- **Step 4:** 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 5:** Build consensus around activities, strategies and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 6:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 7:** 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: SCEP 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 mission of the Academy for Scholarship and Entrepreneurship is to combine rigorous college and academic program with a world-class business curriculum that unleashes the talents and potentials of all scholars. We are a small school with 386 students of which 24% are special needs students and 5% are English Language Learners students.

- We are proud of the following 2014/15 accomplishments:

- effective September 2015 we are an approved CTE program - Virtual Enterprise . As part of that certification process we also added new career and college readiness partnerships: Farmingdale College and Monroe College which will help us promote Career Readiness by providing internship opportunities and college Readiness by offering in-house college credit for our students.

- we increased the number of students earning enough credits in 9th grade to be on track for high school graduation by 17% to **%, surpassing the city's average by 4%.

- we increased both our 4 and 6 year graduation rate by 2% and 4% respectively. Matching the city average for 4 year rate and exceeded the 6 year city average by 5%.

- 65% of our students successfully completed approved college or career preparatory courses and assessments which is 19% higher than the city average.

- we have further defined our curricula across all contents areas to ensure that all students consistently have access to rigorous and cognitively engaging learning tasks; we are placing an increased emphasis on Literacy strategies that incorporate Inference, Argumentative writing and Visual Literacy for our diverse learners; and teachers are using assessment strategies to check for understanding and rubrics to support students with peer and self-assessment.

- we rated good in all six areas of the Framework for Great Schools. This is a commendable increase since our last quality review which we received an overall rating of developing in most of the Key Environmental Survey Sections.

The key areas of focus for this year are:

- to improve our overall passing rate by 15% in the June 2016 Algebra I regents and by 10% in the June 2016 global history and living environment regents with an emphasis on Math which had the most significant drop in regents passing rate.

- to increase the number of students that graduate college ready by 5% and Increase the number of students that receive 75% or higher on both the ELA and Math regents. by 5 %.

- to increase the percentage of 10th and 11th grade students that will earn enough credits to be on track for high school graduation by 10% by June 2016.
- to improve our percentage of positive responses to in the Great School Framework - Creating a Supportive Environment by decreasing the number of level 3 and 4 suspensions.
- Increase the number of highly qualified teachers by 10% by June 2016

11X270 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	09,10, 11,12	Total Enrollment	376	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	4	# SETSS	9	# Integrated Collaborative Teaching	21
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	5	# Drama	N/A
# Foreign Language	6	# Dance	N/A	# CTE	2
School Composition (2013-14)					
% Title I Population	73.6%	% Attendance Rate			88.0%
% Free Lunch	76.2%	% Reduced Lunch			6.0%
% Limited English Proficient	7.8%	% Students with Disabilities			22.7%
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.7%	% Black or African American			64.5%
% Hispanic or Latino	31.4%	% Asian or Native Hawaiian/Pacific Islander			2.1%
% White	1.1%	% Multi-Racial			N/A
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	9.34	# of Assistant Principals (2014-15)			2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)			2
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)			13.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)			9.07
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	20.5%	Mathematics Performance at levels 3 & 4			5.7%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			33.3%
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	67.6%	Mathematics Performance at levels 3 & 4			58.3%
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	71.4%	% of 2nd year students who earned 10+ credits			73.1%
% of 3rd year students who earned 10+ credits	69.3%	4 Year Graduation Rate			68.1%
6 Year Graduation Rate	76.7%				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			NO
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American			YES
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander			N/A
White	N/A	Multi-Racial			N/A
Students with Disabilities	N/A	Limited English Proficient			N/A
Economically Disadvantaged	YES				

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

Section 5A – 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. *(Aligned to DTSDE Tenet 3: Curriculum Development and Support)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 3:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 3 Statement of Practice (SOP) Addressed		HEDI Rating
3.2	The school leader ensures and supports the quality implementation of a systematic plan of rigorous and coherent curricula appropriately aligned to the Common Core Learning Standards (CCLS) that is monitored and adapted to meet the needs of students.	E
3.3	Teachers develop and ensure that unit and lesson plans used include data-driven instruction (DDI) protocols that are appropriately aligned to the CCLS and NYS content standards and address student achievement needs.	E
3.4	The school leader and teachers have developed a comprehensive plan for teachers to partner within and across all grades and subjects to create interdisciplinary curricula targeting the arts, technology, and other enrichment opportunities.	E
3.5	Teachers implement a comprehensive system for using formative and summative assessments for strategic short and long-range curriculum planning that involves student reflection, tracking of, and ownership of learning.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<ul style="list-style-type: none"> Our area of strength for Tenet 3 is SOP 3.4; insofar as leaders and teachers ensure that teacher collaborate within and across grades and subject on a weekly basis which enables students to access to a robust curriculum that incorporates the arts, technology and other enrichment opportunities. Our area of focus for Tenet 3 is SOP 3.3. The development of more complex curriculum that stimulates higher order thinking and deep conceptual understanding is something that our school community needs to strengthen, as evidenced by the following recommendation from our SY 2014-15 Quality Review <ul style="list-style-type: none"> Although the teaching practices are aligned to the curricula and reflect common set of belief, and teachers provide multiple supports, those supports are not always highly structured in the area of engagement, thus students in some classes have limited opportunities in high-level discussions , and tend to respond directly to the teacher. 		

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

During the 2015-16 school year teacher teams will work together to produce unit plans that are CCLS aligned, utilize Depth of knowledge levels 3 and 4 Literacy focused activities and performance tasks, and engage students in high order thinking and discussion to increase the number of students earning 10+ credits in 10th and 11th grades by 10% by June 2016.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide Professional Development that focuses on literacy based strategies which incorporate higher order questions that ensure critical thinking and discussions.</p>	<p>All Teachers</p>	<p>October, 2015 - May 2016</p>	<p>Principal, Assistant Principal Literacy Team and PD Team</p>
<p>Provide common planning and/or curriculum development opportunities daily for all teachers.</p>	<p>All teachers</p>	<p>September 2015 - June 2016</p>	<p>Principal, Assistant Principal</p>
<p>Parents will be invited to attend monthly teacher directed sessions based on the monthly professional</p>	<p>All Parents</p>	<p>October 15, 2015 - May 2016</p>	<p>Principal, Assistant Principal, Parent Coordinator, Subject Lead Teachers</p>

development focus and/or students needs.			
Additional data analysis will be conducted for Special Needs and ELLS students and other high need students subgroups and Additional support will be provided as needed (Additional small group instruction, and other academic intervention as dictated by student needs)	Special Education, and ELL Teachers	November 2015 - May 2016	Principal, Assistant Principal, Sit Team, ELL Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Class coverages for teachers to participate in walkthroughs. (Tax Levy) 5 days/5-7 coverages per day • PM school to support our students in credit accumulation. (P/F Set-aside) • Teacher Per Session (2 Teachers/ 12 weeks/ 24 days/ 96 hrs) • Admin Per Session (1 Administrator/12 weeks/24 days/ 48 hrs) • Secretary Per Session (1 Administrative Assistant/24 days 48 hrs) • Guidance Counselor Per session (1 Guidance Counselor/ 4 weeks/4 days/ 4 hrs) • Saturday Academy in order to help students to review for the Regents exams. (P/F Set-aside) • Teacher Per Session (5 Teachers/8 weeks/ 8 days/ 70 hrs) • Admin Per Session (1 Administrator/8 weeks/ 8 days/ 24 hrs) • Guidance Counselor Per session (1 Guidance Counselor/2 weeks/2 days/4 hrs) • Payment of yearly contract with Atlas Rubicon in order to upload all unit plans. (Tax Levy)' • Purchase ThinkCERA system for 250 students and the Chrome Notebooks (120) to support ThinkCERA 											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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. By February 2016 students earning 5+ credits in the 10th and 11th grades will increase by 10%.
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. *(Aligned to DTSDE Tenet 5: Student Social and Emotional Developmental Health)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 5:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 5 Statement of Practice (SOP) Addressed		HEDI Rating
5.2	The school leader establishes overarching systems and understandings of how to support and sustain student social and emotional developmental health and academic success.	E
5.3	The school articulates and systematically promotes a vision for social and emotional developmental health that is aligned to a curriculum or program that provides learning experiences and a safe and healthy school environment for families, teachers, and students.	5.3
5.4	All school stakeholders work together to develop a common understanding of the importance of their contributions in creating a school community that is safe, conducive to learning, and fostering of a sense of ownership for providing social and emotional developmental health supports tied to the school’s vision.	E
5.5	The school leader and student support staff work together with teachers to establish structures to support the use of data to respond to student social and emotional developmental health needs.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<ul style="list-style-type: none"> Our area of strength for Tenet 5 is SOP 5.2; insofar as our school cultivates the development of systems and partnerships that support and sustain social and emotional developmental health. We have partnered with the New York Tennis League in order to provide after school programs that give students an outlet for their social needs and we hold ongoing grade meetings in order to discuss the needs of our students to ensure their success. Additionally, we have two guidance counselors and an in school clinic that takes mental health referrals. Our area of focus for Tenet 5 is SOP 5.5. <ul style="list-style-type: none"> Continue to engage a diverse range of stakeholders as part of the school’s plan to collect, analyze, and use a wide variety of data to address student academic, social and emotional developmental health needs. (5.5) <p>The school is committed to developing a system by which school leaders and staff collaborate utilizing school data in order to respond to students’ social and emotional developmental health needs to ensure their overall success. As part of our efforts to improve our systems, we will engage the following identified areas for improvement:</p> <ul style="list-style-type: none"> Scheduling bi-weekly child study grade- team meetings and adhering to our school wide ladder of referral. 		

- Have bi weekly school wide child study teams though our subject team meetings to identify students that are at risk within each subject area.
- Continue to develop a referral system that will hold our community accountable to support those students requiring social emotional support.

- From SY 2014-15 School Survey
 - Overall satisfaction rate either met or exceeded the Citywide % positive Response for all categories except Supportive Environment where our % Positive response was 77% and the Citywide % was 83%

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 1b, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

In order to decrease the level 3 and 4 incidents by 10% on the OORs reports by June 2016 the school will implement a positive behavior program with socio-emotional counseling in collaboration with the New York Junior Tennis and Learning Program, I'Rsie and Lead by Example Community Base Organizations (CBOs)

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 and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy? (include school, educational consultants and/or CBO staff)</i></p>
<p>I' Raise will provide two Social Workers (Interns) and they will established an at risk female groups geared toward proactively addressing social emotional and other behavioral issues and reinforcing character, attitude, respect and Effort.</p>	<p>AT Risk Girls</p>	<p>November 2015- May 2016</p>	<p>Assistant Principal, I'Raise Social Wotkers and Guidance Counselors</p>
<p>Lead by Example consultants will provide mentors for our at risks male with a focus on proactively addressing social emotional and other behavioral issues and</p>	<p>At Risk Boys</p>	<p>November 2015-May 2016</p>	<p>Assistant Principal, Lead by Example Mentors and Guidance Counselors</p>

reinforcing Character, Attitude , Respect and Effort			
The Junior Tennis and Learning program will provide after-school Enrichment opportunities to all eligible students.	All Students	September 2015- June 2016	Principal, Assistant Principal, NYJTL Director
PBIS Team will partner with the parents and external entities to create a school-wide behavioral Intervention System that will proactively address students negative behavioral issues.	All At Risk Students	November 2015-June 2016	Assistant Principal, Parent Coordinator, Guidance Counselors

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> Per session for evening meetings to ensure the participation of pertinent staff members in parent meetings. (P/F Set-aside) Teacher Per Session (10 teachers/5 weeks/ 5 days/ 100hrs) Admin Per Session (1 Administrator /5 weeks/5 days/ 10hrs) Guidance Counselor Per session (1 Guidance Counselor/5 weeks/ 5 days/ 10hrs) Schedule time within the schedule to hold grade meetings in order to engage staff members in addressing the needs for at risk student across all subject areas. Purchase our contract for the use of Skedula so teachers can keep anecdotal records of student performance. (Tax Levy) Hire Lead by Example Mentors to support our At-Risk Males 											
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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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.
By February 2016 Level 3 and 4 incidents will decrease by 10%.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 4:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 4 Statement of Practice (SOP) Addressed		HEDI Rating
4.2	School and teacher leaders ensure that instructional practices and strategies are organized around annual, unit, and daily lesson plans that address all student goals and needs.	E
4.3	Teachers provide coherent, and appropriately aligned Common Core Learning Standards (CCLS)-based instruction that leads to multiple points of access for all students.	E
4.4	Teachers and students work together to implement a program/plan to create a learning environment that is responsive to students’ varied experiences and tailored to the strengths and needs of all students.	E
4.5	Teachers inform planning and foster student participation in their own learning process by using a variety of summative and formative data sources (e.g., screening, interim measures, and progress monitoring).	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>Developing</u> and <u>Ineffective</u>. Summarize your school’s strengths and needs relative this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. 		
<ul style="list-style-type: none"> The mission of the Academy for Scholarship and Entrepreneurship is to combine rigorous college and academic program with a world-class business curriculum that unleashes the talents and potentials of all scholars. We are encouraged by the our new CTE program designation, partnerships formed with Monroe College and Farmingdale College and the expansion of our STEM and Advance Placement course offering which will help us promote career and college readiness for all our students. We are particularly proud of the increase in our combined 4 and 6 year graduation rate. Although our college readiness index increased last year we would like to see an even greater improvement this year. We have made the most improvement in DTSDE tenets 3 and 4. We are continuing to further defined our curricula across all contents areas to ensure that all students consistently have access to rigorous and cognitively engaging learning tasks; we are placing an increase emphasis on literacy strategies across all subjects and grades that create differentiated entry points and quality support for a diversity of learners; and teachers are using strategies to check for understanding and using rubrics to support students with peer and self-assessment. <p>The key areas of focus for this year are to continue to refine our curriculum (tenets 3.3 and 4.5) with an emphasis on coherency and engagement, implementing literacy across (inferenceing, visual literacy and argumentative writing) all content areas, improve our overall passing rate in Algebra I, Living Environment and Global History regents and to increase the number of students that graduate college ready.</p>		

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 1b, and be written as SMART–Specific, M measurable, Achievable, Relevant, and Time-bound.

In order to increase the regents pass rates by 15% in Algebra 1, 10% in Global History, and 10% in Living Environment teachers will use visual literacy to cognitively engage students with the content so that they can actively construct understanding and visibly move their thinking..

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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Conduct Professional Development that focus on improving students argumentative writing using various reading strategies.</p>	<p>All Teachers</p>	<p>Fall 2015</p>	<p>Principal and Professional Development (PD) Team and Literacy Team</p>

Adopt the ThinkCERCA reading and writing instruction across subjects for grades 9-12 with differentiated close reading and argumentation lessons.	All teachers	Fall 2015	Principal, PD team, ThinkCERCA-Consultant
Provide small group regents prep support for our special needs students, ELLS and general education At-Risk students.	Special Ed Teachers supporting Math Science and Global History	November 2015	Principal And Assistant Principal

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> <ul style="list-style-type: none"> • Class coverage for teachers to participate in walk-throughs. (Tax Levy) 5 days/5-7 coverage per day • PM school to support our students in credit accumulation. (P/F Set-aside) • Teacher Per Session (2 Teachers/ 12 weeks/ 24 days/ 96 hrs) • Admin Per Session (1 Administrator/12 weeks/24 days/ 48 hrs) • Guidance Counselor Per session (1 Guidance Counselor/ 4 weeks/4 days/ 4 hrs) • Saturday Academy in order to help students to review for the Regents exams. (P/F Set-aside) • Teacher Per Session (5 Teachers/8 weeks/ 8 days/ 70 hrs) • Admin Per Session (1 Administrator/8 weeks/ 8 days/ 24 hrs) • Guidance Counselor Per session (1 Guidance Counselor/2 weeks/2 days/4 hrs) • Payment of yearly contract with Atlas Rubicon in order to upload all unit plans. (Tax Levy) • Payment for ThinkCERA system 250 students. • External Teacher Professional Development for Lead Instructional Teachers (Math, Science and Global History) and Administrators

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		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		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>By February 2016 50% of the students would have increased by at least 1 level in there development of an Argumentative Essay.</p>
<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 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. *(Aligned to DTSDE Tenet 2: School Leader Practices and Decisions)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 2:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR), or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 2 Statement of Practice (SOP) Addressed		HEDI Rating
2.2	The school leader ensures that the school community shares the Specific, Measurable, Ambitious, Results-oriented, and Timely (SMART) goals/mission and long-term vision inclusive of core values that address the priorities outlined in the School Comprehensive Educational Plan (SCEP).	€
2.3	Leaders make strategic decisions to organize programmatic, human, and fiscal capital resources.	€
2.4	The school leader has a fully functional system in place aligned to the district's Annual Professional Performance Review (APPR) to conduct targeted and frequent observation and track progress of teacher practices based on student data and feedback.	€
2.5	Leaders effectively use evidence-based systems and structures to examine and improve critical individual and school-wide practices as defined in the SCEP (student achievement, curriculum and teacher practices; leadership development; community/family engagement; and student social and emotional developmental health).	€
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school's HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school's strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data 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–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1b, 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>
<p>In order to increase the number of teachers that move their overall rating from effective to highly effective by 10% by June 2016 the school leaders will create a system that would allow for more frequent and targeted observation and feedback of teachers based on their MOTP data, MOSL Data, and in class student achievement results.</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 parent leadership and engagement as a key lever for school improvement. 	<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Provide Highly Effective Professional Development that focuses on best practices in each of the Danielson components.</p>	<p>All teachers</p>	<p>September 2015 - May 2016</p>	<p>Principal, Assistant Principal</p>
<p>Provide feedback that incorporate specific recommendations to support the movement from "Effective" to "Highly Effective" in all Danielson components</p>	<p>Teachers that are Effective or higher in all domains</p>	<p>October 2015- May 2016</p>	<p>Principal, Assistant Principal</p>
<p>Feedback will be timely, frequent and varied (different constituencies) . It will include but not be</p>	<p>All Teachers</p>	<p>October 2015 - May 2016</p>	<p>Principal, Assistant Principal, and All Teachers</p>

limited to: Peer inter- visitation, student feedback and informal and formal observations. The feedback will be aligned with our Professional Development and Literacy Plans and, SCEP Goals (were applicable) .			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Hiring of outside consultant for curriculum development (Tax Levy) 5 weeks/ 8 days 40 hours per year • Schedule targeted Highly Effective PDs by the Professional Development team for those teachers rated effective or higher for all components. • Offer Training Rate for all teachers that attend additional external Highly Effective Professional Development
i

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21 st Century		C4E
	Title I 1003(a)		Title III		PTA Funded		SIG or SIF Grant		School Success Grant		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. <u>By February 2016 10% of the staff will have Highly Effective. Ratings in 3c- Engaging Students in Learning and 3D Using Assessment in Instruction.</u>
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 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. *(Aligned to DTSDE Tenet 6: Family and Community Engagement)*

Part 1 – Needs Assessment

<p>Part 1a. HEDI Rating (Highly Effective, Effective, Developing, or Ineffective) for DTSDE Tenet 6:</p> <ul style="list-style-type: none"> For schools that received an Integrated Intervention Team (IIT) School Review Report, consider the HEDI rating for each assessed Statement of Practice (SOP) and indicate on the chart below. For schools that did not receive an IIT School Review, or did not receive a HEDI rating for one or more SOPs: Self-rate your school for that SOP, informed by an analysis of student performance trends and any major findings/recommendations from your Quality Review (QR) or Alternative QR (AQR), and other relevant qualitative and quantitative data. Enter your HEDI self-rating(s) on the chart below. 		
Tenet 6 Statement of Practice (SOP) Addressed		HEDI Rating
6.2	The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.	E
6.3	The school engages in effective planning and reciprocal communication with family and community stakeholders so that student strength and needs are identified and used to augment learning.	E
6.4	The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.	E
6.5	The school shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children.	E
<p>Part 1b. Needs/Areas for Improvement:</p> <ul style="list-style-type: none"> Reflect on your school’s HEDI ratings (or self-ratings) in Part 1a, particularly any ratings of <u>D</u>eveloping and <u>I</u>neffective. Summarize your school’s strengths and needs relative to this element of the Framework for Great Schools and DTSDE tenet (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources. <p>Our area of strengths for the HEDI rating for Tenet 6 is that our school community fosters a feeling of belonging and trust, which would encourage families to freely and frequently engage with the school. We also engage in effective planning and reciprocal communication with family and community stakeholders so that students’ strength and needs are identified.</p> <ul style="list-style-type: none"> Our areas of focus for Tenet 6 are SOPs 6.2 & 6.5. Feedback from the school’s QR recommended that the school continue to: <ul style="list-style-type: none"> seek out opportunities to foster conversations with students and families regarding high expectations for student academic achievement and provide tips and tools that focus on student learning and development. (6.2) Additionally, there are steps the school needs to take to support our families with their understanding and use of data. In doing so, the school will be promoting dialogue between parents, students and school constituents centered on student learning and success. This will be accomplished through individual parent conferences and frequent parent meetings. 		

Part 2 – Annual Goal

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

In order to ensure that our school continues a culture where students feel safe, challenged to grow and that high expectation is communicated to students and parents by staff, we will continue to communicate with parents on a weekly basis however we improve upon this communication by sharing information about safety, social emotional supports and College and Career Readiness opportunities. By June 2016 there will be a 5% increase in number of parents and students respond positively to the questions about supportive environment.

Part 3 – Action Plan

Increase the presence of adults in the hallways, bathrooms, locker room and cafeteria to ensure students safety in these areas.

<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? (include school, educational consultants and/or CBO staff)</i></p>
<p>Develop an in-house partnership with Monroe College whereby Monroe College Professors will teach College level STEM courses at the school and ensure that parents are made aware of these opportunities through newsletters, phone calls and regular targeted parent meetings.</p>	<p>STEM Students Parents</p>	<p>February 2015- June 2016</p>	<p>STEM Teacher, Principal, Assistant Principal, Parent Coordinator</p>
<p>Identify at least 5 more profit-based businesses and 5 move non-profit based businesses for our internship opportunities</p>	<p>11th and 12th Grade Students Parents</p>	<p>September 2015- June 2016</p>	<p>CAC Committee Chairperson, Principal, Assistant Principal, Work Base Learning Coordinator, and Parent Coordinator</p>

offering using the High School Job Opportunities listing, Community Advisory Council (CAC) -Committee Members and Administrators referrals and ensure that parents are made aware of these opportunities through newsletters, phone calls and regular targeted parent meetings.			
Encourage students to take SAT Prep Courses and retake exams in order to meet the college readiness minimum of 75% for Integrated Algebra and 75% for English Language Arts and ensure that parents are made aware of these opportunities through newsletters, phone calls and regular targeted parent meetings.	11th and 12th grade Students Parents	November 2015- June 2016	NYJTL Director, Math and English Teachers, Assistant Principal, Principal and Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Teacher Per Session (3 teachers/ 3 weeks/ 3 days/ 18 hrs. • Admin Per Session (1 Administrator /3 weeks/3 days/ 6 hrs) • Guidance Counselor Per session 1 Guidance Counselor/3 weeks/3days/6hrs) • Purchase of incentives based on the needs of the community. (P/F Set-aside) 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
	Tax Levy	X	Title I SWP		Title I TA		P/F Set-aside		21st Century		C4E
	Title I 1003(a)		Title III	X	PTA Funded		SIG or SIF Grant		School Success Grant		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.

By February 2016 we will identify a minimum of 3 for-profit organizations/ 3 - non-profit organizations that are willing to provide internship opportunities for our Juniors and Seniors, Partner with at least one college.university that is will to provide in-house college credit and hire 1 additional safety school aide that will be assigned to the common space areas. We will ensure that at least 5% more parents are made aware of these additional resources and opportunities through an internal survey.

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Results from the ELA Regents	THINKCerca System	Small group and One on- one	During the school day
Mathematics	Results from the Algebra 1 Regents	Tutorial	Small Group	After-School
Science	Results from the Living Environment and Earth Science Regents	Regents Prep	Small Group	After-School
Social Studies	Results from the Global and US Regents	Regents Prep	Small Group	After School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Referral by teachers or dean	Counseling	One-on-one and small groups	Clinic, I' Raise and Lead by Example during the school day

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4]
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Through a school-wide collaborative effort we have created a professional development program that supports the school's instructional needs based on the information provided by the data of the Quality Review, DYOs, Regents Item Analysis, Learning Environment Survey and Report Card. This campus collaboration also includes an ongoing system of inter-visitations. Our school also has hired the services of educational consultants to provide instructional support for our teachers in the following areas: Literacy, special Ed and English language learners.
Our teachers meet daily for common planning and/or curriculum development , bi weekly in Departments as well as grade teams.an we conduct 45 minutes professional development session once a week.

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, staff, and paraprofessionals that enable all students to meet Common Core State Standards (CCSS).
New and untenured teachers are supported by state-required mentoring, professional development to meet required new teacher PD hours for state licensing, and our connections and programs affiliated with local college and universities (so they can earn required credits for certification). Veteran teachers are offered leadership opportunities and programs to support their continued growth within the school, and have a voice in school leadership through school-wide positions and as part of the SLT team. All staff will participate in ongoing Professional Development activities both within and outside of the school building.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).

n/a

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/information, early intervention services, etc.).

n/a

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (SCEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are 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	242,829.00	x	5A
Title I School Improvement 1003(a)	Federal			

Title I Priority and Focus School Improvement Funds	Federal	60,340.00	x	5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,,203,751.00	x	5B, 5C, 5D

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 School Improvement 1003(a):** To support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** To 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 K 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.
- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to 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 SCEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

Your school'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 (PIP) Template

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

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

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

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

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

[School name] , 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 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 will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: _____
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5
<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>1</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

~End 9thgrade with less than 4 core credits.

~Attendance under 90%

~ELA 1 or 2 for two or more years.

~Math 1 or 2 for two or more years

~Hold over in past 3years

~SIFE

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

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

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Part C: Professional Development

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

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

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

Part C: Professional Development

content area teachers. Outside PD sources remain undetermined.

-

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other	_____	_____
TOTAL	<u>11,200</u>	_____

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 11	Borough Bronx	School Number 270
School Name Acad. for Scholarship & Entrepreneurship		

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 Zenobia White-DaCruz	Assistant Principal Dawn Harris & Rufina Belthrop
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher R./ Colon Mamah here	School Counselor D. Salmon & S. Kingsberry
Teacher/Subject Area Ramah Mamah/ENL	Parent type here
Teacher/Subject Area Nichole Campbell/ Science	Parent Coordinator Rose White
Related-Service Provider Gracia Richards/ Special Edu.	Borough Field Support Center Staff Member Pierre Wladin
Superintendent Carron Staple	Other (Name and Title) Julieta Arroyo

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	2	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]	1	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)	359	Total number of ELLs	25	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input 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
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	2
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total	
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
DL											0
ENL	7	4	0	12	3	8	5	5	2		0
Total	0	0	0	0	0	0	0	0	0		0

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										6	5	3	3	0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2	0	2		0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1			1	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)										5	0	1	0	0
Emerging (Low Intermediate)										2	1	0	3	0
Transitioning (High Intermediate)										0	1	1	1	0
Expanding (Advanced)										0	2	2	1	0
Commanding (Proficient)														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												7	1	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	8	0	4	0
Integrated Algebra/CC Algebra	12		6	
Geometry/CC Algebra				
Algebra 2/Trigonometry				
Math _____				
Chemistry				
Earth Science				
Living Environment	9			4
Physics				

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	13			5
Geography				
US History and Government	7			1
LOTE	6			6
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools used to assess the literacy levels of the ELLs are the NYSESLAT, NYSITELL, and the baseline completed in their ESL and content area class. In addition ELL students that are not emerging take the MOSEL exam with the rest of the school. The staff analyzes the data by itemizing it. Through itemizing of the data the staff gains insight to student levels and skills. This applies to the ELLs as well. Thus we are able to see what areas and skills the students excel and struggle in. Recent data from the NYSESLAT displays that students tend to do better with the speaking and listen modalities and struggle with reading and writing modalities. The data derived from the baselines and NYSESLAT has informed instruction by where we have decided to work on close reading, argumentative writing and inferencing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The insights provided by this data shows that the vast majority of students do better in the speaking and listening modalities than the reading and writing modalities. This data informs the school's instructional plan by having ENL classes concentrate heavily on improving literacy while still placing emphasis on listening and speaking proficiency. The data pattern across proficiency levels is that students do much better in the listening and speaking modalities than the reading and writing modalities. This is true of all grades and ability levels. This effects instructional decisions because the self-contained ESL classes concentrate much more heavily on reading and writing than listening and speaking. This means a greater emphasis on Cognitive Academic Language Proficiency over Basic Interpersonal Communication Skills. For ASE all grade levels suffered for the same struggles. The 9th graders struggle with inferencing questions, main idea and discussing a text, (text analysis) and descriptions . This issue is a 9-12 issue. As a result of these findings there is an instruction initiative to focus on these areas across the board. Thus more close reading questions, lessons that entail inferencing question, teaching arguentative writing and suppling stragties to aid students in acuring these skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We utilize the AMAO tool in order to acquire an in depth understanding of our English Languege Learners, the progress they are making in the various modalities, areas of concern, and instructional patterns and trends that help us support all of our English Language Learners. Through this data, we are able to make informed decisions about instructional strategies that are supporting

improved outcomes and those that may need adjustment in order to maximize the resources we have in our building. Our team looks at the data at the beginning, middle, and end of the year in order to progress monitor and make adjustments over the course of the year.

4. For each program, answer the following:

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

The pattern across proficiencies and grades show that students are better able to communicate verbally than using the written word. As for how students fare in exams in English versus native language there is no data available since no student chose to take any state exam in the native language. Anecdotally, most students who have been instructed in content area English prefer to also take exam for that subject in English, with native language support.

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

c) Period Assessment data tends to back up the clear consensus of the NYSELAST and qualitative data the shows students struggle in reading and writing while attaining reasonable competence in listening and speaking. ELLs are given a basic baseline created by ESL teacher to assess their native language fluency. In hopes of gaging students literacy level in native language to help inform intruction in English. At ASE the languages spoken are Spanish, Arabic, French and Sonokee. Sonokee has no written language so unable to provide a baseline. ASE has a Spanish, and a French speaking teacher who are able to asses the native language baseline. For arabic ASE uses the aid of the school stairs that possess an Arabic speaking teacher, in the advent that the teacher can not be located, ASE has utilized the help of an advanced arabic speaking student. This baseline revels which student is going to need intensive help. Those who are literate in their native langauge can then use their first language to access the new langauge, through native langauge text and visuals. For those that are not literate in their L1 There needs to be ample visual and audio scaffolding.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5).

[Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Paste response to question here:

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

All thematic units are planned with the goal to develop specific language functions. In particular, all lessons have targeted language objectives. Additionally, students create learning goals around two modality areas that have been decided upon based on their NYSESLAT scores and other classroom assessments

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?

Paste response to questions here:

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

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

Part IV: ELL Identification Process

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

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.

) Parent complete HLIS, administered by the ESL teacher and trained staff.

Where by an oral interview takes place, with the Parent Coordinator to assist with the interview. The ESL Teacher is Ms. Mamah. Parent coordinator Ms. Rose White offers translation services in Spanish during the ELL Identification Process.

-If parents indicates a language other than English, ESL coordinator/ trained pedagogues conducts an informal interview

- Administer NYSITELL by trained pedagogue Ramah Mamah
- Hand score student answer document
- ESL coordinator and trained staff conduct the parent orientation during which the DVD describing the three programs offered by the NYCDOE are shown. (Transitional Bilingual, Dual Language, ESL). This is ongoing to ensure student placement within 10 days of enrollment.
- Parents then complete the language survey and the Parent Program Selection form
- If parents select TBE, their names will be added to a list of parents requesting TBE. When the list have 15 students in two contiguous grades for middle school or 20 students in any single grade 9-12, all speaking the same native language, the school will create a bilingual program and will contact the parents as per CR Part 154.
- Based on the parent Program Selection Form and the student hand scored LAB-results, the student is appropriately placed within 10 days of enrollment
- Entitlement letter and placement letters are sent to the parent.
- All communication, forms letters are presented in English as well as the student's home language
- Each student is evaluated annually by the NYSELAT exam each May. This exam tests student's ability to read, speak, write, and listen in English. The NYSELAT test score determines student placement as Beginner, Intermediate, Advanced or Proficient for the next academic year.

2. 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).

Students who have enrolled at our school from another country or state will be given the SIFE questionnaire with their parental guardians so as to determine if they have experienced interrupted or inconsistent formal education. Next, the ENL teachers use a combination of the questionnaire, the LENS (if the student is a Spanish speaker), and the student's work to determine whether or not that student can be classified as SIFE.

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).

Upon enrollment, students who have entered the school from another state with an IEP will be identified by the ENL teachers. Next, the LPT will meet to discuss the student's IEP and language needs. Members of the team will include the ENL teachers, Ms. Mamah and Ms. Coloni, the school counselor, Mr. Solomon, the assistant principal, Ms. Belthrop, and the special education teacher of the student. This team will meet within five days of enrollment. If student is not in the system LPT team will meet. Student and parent will be given oral interview, HILS form will be completed with first 5 days. Within first NYSITELL exam will be given and scanned. Within 10 to 15 days student should be programmed for entitled services.

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.

Upon scoring and scanning the NYSITELL, the ESL teachers enter the data into the ELL spreadsheet immediately. On the same day, they complete entitlement and non-entitlement letters for all tested students. Using the HILS information and what language the parent choose as preferred language for contact. ENL teacher uses the samplar resources available on the internet to print letter in parents preferred language

These notes are mailed home and a copy is kept in the ELL compliance binder.

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).

Parents will receive a letter with notification of the right to appeal within 45 days with the entitlement letter. This letter will be in the parents preferred language. The individuals responsible for this process is the intake individual, Mrs Seymour, Mr Solomon the counselor and Ms Mamah the ESL teacher. The right to appeal will also be discussed at the parent information sessions. Likewise, this will be a time for parents to ask questions and to learn more about the process. A copy of the letter will go into the compliance binder and another copy will go into the cume files.

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.

In order to educate parents on the variety of second language acquisition programs offered by the NYC Public Schools, the parent coordinator and ESL teacher/ coordinator schedule an informational outreach meeting near the beginning of the school year. The LPT generally plans something on curriculum night which generally occurs the third week of September. Parental attendance is request by sending multiple mailings in parents preferred language and making automated phone calls to the ELL student homes in both English and their native language. At this meeting, the parents are shown a DVD that outlines the differences between ESL, Transitional Bilingual and Dual Language Programs. In addition to distributing the ELL Brochure in the parents preferred language, interpreters are on hand to ensure that all parents fully understand the choices available. Also at this meeting, parents are given a survey to gauge how well they've been presented the applicable information and also a form that allows them to choose the program that best fits their child's needs. LPT team will also alert parents that Bilingual Programing is the default if survey is not returned, however at the current stage ASE does not have such a program.

In the advent that we have the numbers to supply the program of parent choice a letter will go out informing the parents that the program they requested is available

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.

Our school reaches out to parents in various ways to ensure the timely receipt of the Parent Surveys and Program Selections. Upon enrollment, parents whose students have been identified as needing the NYSITELL will receive a flyer notifying them of the upcoming parent orientations. Next, each student identified as a learner of a new language receives a letter with an RSVP note attached to be returned so as to indicate which meeting they will attend. To include a phone master, individual phone calls are made to parents to remind them of the meetings or to schedule a personal meeting. If a parent requests a personal meeting, the Parent Coordinator and one of the ENL teachers sets up a time to meet with the parent for an orientation. The parent sessions are also listed on the school calendar. Parents are informed that ASE does not have a Bilingual program at the moment however parents will be informed as soon as ASE has the numbers to provide the program an alert will be sent to the parents letting them know the service is available. Such letter will be sent out based on parents preferred language.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teachers keep a compliance binder that is shared with the Assistant Principal that notes whether or not the parent has attended a parent orientation or completed the paperwork. The number of outreach methods is also noted in this document. The parent survey will be collected and stored in the cumes by either the intake individual Mrs. Seymour or ENL teacher Ms. Mamah. A copy of it will go into the compliance binder
9. Describe how your school ensures that placement parent notification letters are distributed. The ESL teachers distribute letters to parents in preferred parent language by mail, and notify them upon enrollment to look out for these letters. In addition, phone calls are made to homes to notify parents about the letter. A copy of the letter is also given to students to take home. And in addition the same letter will be supplied at curriculum night.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is kept in an ELL compliance binder located in a secure location in the ENL classroom. These binders include all of the documentation for the students. Additionally, HLIS and interviews are retained in each student's cumulative record.
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.

ENL teachers oversee the NYSESLAT administration for the school. Prior to the testing window, ENL teachers run a RLER report on ATS, which identifies and confirms students that are eligible for the NYSESLAT. They cross check this report with the RELC and the RNMR to confirm. When the speaking window opens, the ENL teachers individually administer and score the speaking section for all second language learners. They do not administer the speaking portion of the test to students on their rosters. Next, they meet with teachers to schedule the implementation of each session and to confirm the students in their classes that are required to take the test. Additionally, the ENL teachers review testing procedures with the bilingual teachers. When the test window opens for the three sessions, all ENL and bilingual teachers give each session on the specified days. ENL teachers then administer make-ups to complete the process within the testing window.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the start of the year, ENL teachers review the results from the previous spring's NYSESLAT. Based on these results, the ENL teachers complete the continued entitlement and transitional support letters that are sent home. These documents are also retained in the ELL compliance binder. ENL teachers and the Parent Coordinator meet with parents who request clarification in regards to the letters on an as needed basis.
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).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice from the parents has been the selection of the Transitional Bilingual Program (TBE) when the family is Spanish speaking. In contrast, when the student speaks a home language other than Spanish, the parents have selected English as a New Language (ENL). In general, the parent's choice of ESL has remained in place as the trend at ASE due to the relatively few number of ELLs and their wide range across grade levels 9-12, a bilingual program with these demographics will be created when the required number of students and parents requesting TBE is reached, as per CR Part 154. Because nearly all parents have chosen to have their child remain in the ESL instructional model offered by ASE, parent request about their children's second language acquisition have been honored. For the last 5 years, no parent has wished their child to be taken out of the school's ESL program and put into bilingual or dual language program.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
Further, entering students will be pulled-out for stand-alone ENL for 180 minutes per week, and emerging students will be pulled-out for stand-alone ENL 90 minutes per week. Expanding and commanding students will receive four periods of intergrated ENL per week to further support their language development. Instruction for ELL's is delivered via self-contained classes, which is scheduled according to grade level with heterogenious abilities. There will be push-in also for entering ENL students.
 - b. TBE program. *If applicable.*
Paste response to questions here:
 - c. DL program. *If applicable.*
Paste response to questions here:
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)?
ENL/ELA will be achieved through stand-alone and intergrated ENL. All students will receive 180 minutes of ENL through whole group instruction. Entering and emerging students will receive an additional 180 minutes of stand-alone ENL, which will be done through small group instruction, which will total 360 minutes of ENL/ELA instruction.
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.
The ENL instructors support literacy via the Teachers College curriculum. Additionally, ENL teachers plan thematic units around the New York State Scope and Sequence for science and social studies. Each unit has targeted language goals that are supported through specific language objectives, which guide students as they master the grammatical and lexical features of English. Moreover, units are also planned around Common Core Speaking, Writing, Reading, and Listening Standards and the New Language Progressions. In terms of instructional approaches, teachers use visuals, realia, scaffolds, thinking maps, and differentiation to meet the needs of students. ENL teachers also consult the ESL State Standards when planning lessons and units.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We currently use the Spanish Lab-R to determine native language proficiency in Spanish. We also use informal assessments to monitor progress throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
English as a New Language
Students take practice NYSESLAT assesments in the Fall and the Winter, which the teachers use to evaluate student progress in each of the four modalities. In addition, students build portfolios that include assignments that show progress in the modalities. Classroom assessments help the teachers guide instruction to match where students are in speaking, reading, writing, and listening.
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

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

knowledge of their linguistic strengths and weakness and with instruction tailored to their content area classes.

- a. SIFE- differentiated instruction per IEP with ample audio, visual and manipulatives
- b. Newcomers- individual feedback, buddy system for native language support (if possible) plenty of audio, video, sentence starters, repetition, exemplars.
- c. 4-6 Year ELLs differentiation through instructor's personal knowledge of student strengths and weaknesses based on multiple years experience with the same learners
- d. Long-Term ELLs-differentiation based on student data and instructors prior knowledge of student from years past
All ELLs receive extended testing in addition to those who have recently tested out. Those who have recently tested out are also entitled to 180mins of ESL instruction

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

Despite the re-identification process, the students will continue to receive many forms of language support that our school has included in our curriculum regardless of home language or proficiency. Therefore, the students will continue to receive instruction that includes supports that aid in language development. Moreover, ASE continues to have the ELA instructional goal of vocabulary development, which means every classroom provides direct instruction in vocabulary and is supported by programming such as Sadlier, school wide word of the week, day and month, and a print rich vocabulary focused environment. These students will likely be encouraged to attend after school as well. Furthermore, since ENL students are grouped heterogeneously by grade, this student will continue to be in a classroom that receives support from the integrated model. If the student has an IEP and is mandated to be in an ICT class, the student will also have the benefit of two teachers and Spanish language support.

Finally, students that fall into this category will be reviewed based on mid-year assessments from I-Ready, in-book assessment and TC assessments and end of year assessments such as the NYS exams, I-Ready, in-book assessment, and TC assessments to ensure that academic progress is on track.

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

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?

To ensure that all ELL-SWDs receive mandated services, all service providers have access to the students' IEP. Bilingual teachers in ICT settings are able to be flexible to meet the needs of ELL-SWDs by using small group instruction throughout the day. This model of co-teaching allows for centers in which students access content and language at their level, which exemplifies flexibility in all areas. ENL teachers of ELL-SWDs are able to provide the least restrictive environment by not exceeding twelve students in small groups. Additionally, ELL-SWDs receive push-in and pull-out small group instruction so as to support them within the curriculum as well as for their specific needs. Overall, these students have already received Tier One and Tier Two interventions and as a result, ELL-SWDs receive small group / one-on-one instruction with a hands on approach to learning. In addition, there is an emphasis on visual and technical support (such as, SMART boards, document cameras, Learn pads, I-pads, and flip cameras).

Chart

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.)			
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	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

Chart

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	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> 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.

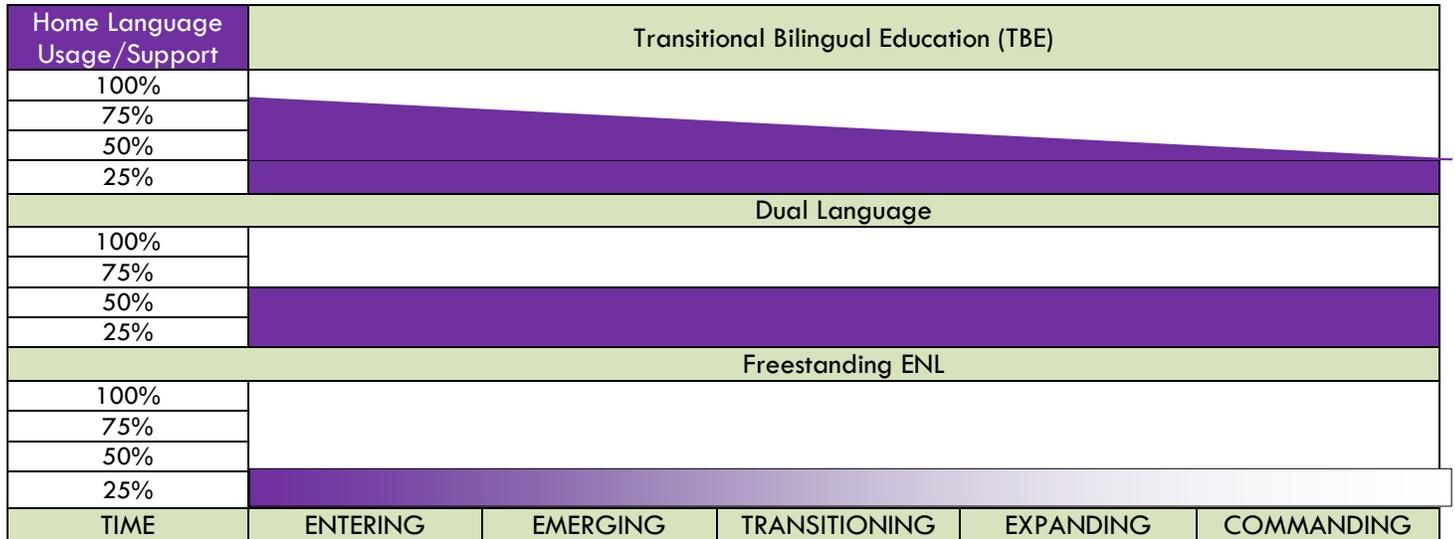


*Note “other approved services” does not apply to New York City at this time.

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. Targeted interventions for ELLs in ELA in the content areas include: Thinking Maps, Wilson Foundations, Fountas and Pinnell Lessons, Sounds in Motion, Reading Rescue, Reading Recovery, and ESL Brainpop. Based on multiple assessments, Response to Intervention Services (RTI) are provided to students who show a need for support in ELA and the content areas. These students are routinely given Great Leaps in ELA and in math. In addition, several ELLs attend a RTI afterschool program that is co-taught by an ENL and general education teacher. This afterschool program provides at-risk services to several struggling ELLs. Targeted interventions for Math, Science, and Social Studies takes place through small groups instruction to address specific needs in both language and content. Next year, we anticipate ENL teachers pushing-in not only during ELA instruction, but also during Math and Science instruction. These services will continue for two years after ELLs exit the program.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
After reviewing the NYSESLAT data, the patterns reveal that the majority of students are strong in the listening/speaking portions of the examination. The modality areas students need improvement are reading/writing. The goal for next year is to increase proficiency levels in reading/writing amongst all ELLs. The trends show that ELLs need support in all four modalities of language in the following order: writing, reading, listening, and speaking. Therefore, ENL and bilingual teacher create targeted language and content objectives that aim at addressing delays in literacy. Moreover, ENL and Bilingual teachers frequently use scaffolds, sentence frames, thematic units, reading strategies, grammatical instruction, and small group instruction to address both the content and language development of ELLs at ASE.
12. What new programs or improvements will be considered for the upcoming school year?
In the upcoming school several improvements will be made to the programming at ASE. Overall, this will infuse more language support into classroom instruction and will assist the general education teacher in meeting the needs of the ELLs. Finally, ENL teachers will be able to attend grade level meetings to plan and to infuse more language support into all classrooms. Another affordance this change provides is smaller, more focused groups for entering and emerging ELLs who will receive additional instruction outside of class. This will also help ENL teachers to provide more focused support to ELL-SWD in smaller, more homogenous groups.
Other improvements include additional curriculum supports for ENL bilingual texts, and more.
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.
Every ELL is afforded equal access to all school programs athletics and enrichment. In addition to the mandated ESL program, ELL students are mainstreamed in their other subject area classes such as science, social studies, art, math, gym/health, foreign language and business. ESL students who also qualify for Special Education programs are given services according to their IEP. In addition, all middle school ELLs participate in the after school enrichment activities four times a week. After school services offered to ELLs include Title III after school tutoring for middle school, enrichment activities such as volleyball, art and crafts, sewing, technology, games, etc. All communication, notification, flyers to parents and ELL are provided in English as well as in the student's native language.
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.
we utilize a number of instructional supports and supplemental material in order to support language development. Beginning in the Spring of 2015, we have adopted "Thinking Maps", an instructional approach that utilizes 8 visual maps that each are aligned to a specific cognitive approach, such as sequencing or listing. Students then organize their thinking into the maps, within their notebooks or on chart paper. This process supports our students English language development in that they are making clear connections between the map and the cognitive language and tier 2 and 3 vocabulary aligned to their thinking. Additionally, the maps can be used for vocabulary development, text based evidence, metacognition, among others. Next, we utilize content based programs, such as Hot Topics and Seeds of Science to expand our students' experiences in the social studies and science and to build their language development and exposure to academic vocabulary. Finally, we utilize ST Math or Jiji Math which is a mathematics program that uses visual means of exposing students to Common Core aligned math concepts. No language is required in order to be immersed in the program. As a result, regardless of the students' language proficiency level, they are exposed to the grade level standards in an engaging manner. Furthermore, we have numerous devices, such as iPads, Learn Pads, and computers so teachers can individualize the learning for each child using a number of different programs.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ENL teachers often use Google translator to assist with vocabulary support. ENL teachers support home language by discussing openly the transfers between English and the home languages either through cognates, similar grammatical structures, or similar phonemes. Moreover, the differences between the languages is also discussed so as to build metalinguistic awareness.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
Upon enrollement, Ells are placed in the grade level appropriate to their age. If there is concern raised by the parent as well as the teacher of the student, a discussion is had with the administrative team to determine if the student should be placed in a different class. Regardless, Ells receive mandated services based on their proficiency level deteremined by the NYSITELL. The resources and services they receive during ENL and classroom instruction are grade level. Language is supported and scaffolded via ENL methodology so students can access grade level content. Bilingual support is provided when necessary.
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).
Newly enrolled ELLs and their parents meet with the ENL teachers and the parent coordinator at the beginning of the school year or upone enrollement to the school. Parents are welcomed and invited to all activities such as Zumba, extracurricular parent workshops such as jewelry making and bilingual literacy events.
19. What language electives are offered to ELLs?
Paste response to question here:
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)?

Paste response to question here:

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.)
Paste response to question here:
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?
There are several programs at our school that provide professional development to teachers to assist in supporting ELLs as they engage in the Common Core Learning Standards. All teachers of ELLs will continue to receive Thinking Maps professional development and coaching throughout the year, which is aligned to the Common Core Learning Standards. Thinking Maps is an instructional tool used schoolwide to develop deeper thinking around content, and it is a school wide common language. As a result, teachers continue to be trained in using specific language that targets the eight ways our brain thinks. Teachers also participate in online learning modules and grade level professional learning communities to learn more about and to discuss further successful implementation. Additionally, ENL teachers will be trained in a specific module that provides additional scaffolds and approaches for ELLs. Furthermore, all teachers will ngage in professional development through TCRWP coaches. These sessions will include strategies for aligning ELL instruction with the Common Core Learning Standards as well as sharing and modeling best practices within professional learning communities.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
ENL teachers work with parents and the guidance counselor to assist in the transition from elementary to middle school for ELLs. The guidance counselor holds parent workshops where parents can ask questions about this transistion. Furthermore, students visit middle schools and get to view programs.
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.

Paste response to question here:

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?

Each year ENL and bilingual teachers hosts a parent information session on the NYSESLAT. During this parent information session, parents are informed of the dates of the upcoming exams and gain familiarity with the four sections that their children will encounter on the upcoming exam. This year ENL and bilingual teachers explained the changes to the exam and the new levels of proficiency that will be assessed on the exam. Parents are also given sample questions that students may use to practice. Parents are also invited every week to discuss their children's language development needs during Family Engagement Tuesday's. Additionally, parents receive an ENL newsletter, which outlines the goals for the ENL program and a Cluster Team newsletter that explains the monthly instructional goals of ENL. Finally, ENL and bilingual teachers frequently contact parents individually by phone to discuss language development progress, using the DOE Office of Translation services when necessary.

Records are kept in a secure area in the ENL classroom. An attendance sheet for each ELL parent meeting is kept for our records, and copies of parent outreach letters are also kept securely in a binder in the ENL classroom.

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.

The Parent Coordinator will keep all phone call logs, flyers, letters and attendance sheets pertaining to meetings and outreach conducted to ELL parents.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our parent coordinator assists the ENL instructors with the compliance meetings for the parents of our ELL population. As previously noted, these take place at the beginning of the school year as well as throughout the year on a case by case basis. Parents act themselves as volunteers for many programs at our school. ELL families are invited to participate in regular meetings that happen Tuesday during parental involvement time. Invitations are sent in the parents native language. Furthermore, parents are invited to participate in classroom activities as well as shows and performances we host in the building. All communication is sent home in the parents native language or translated to them over the phone. The parent association plays a key role in supporting the academic, social, and cultural areas that support the success of English Language Learners.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with a variety of organizations that also support our ELL parents, such as instructional workshops that provide information about our instructional programs, expectations and Performing Arts programs.

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

We work closely with our Parent Coordinator and Parent Association in order to survey parents, hold meetings, and collect anecdotal information in order to address the needs of our parents. Through these meetings, they have provided insight as to the interests of the parents and the needs they may have in terms of social/emotional needs or needs in the community. We work hard in order to accommodate the parents and provide support as needed.

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

Our parental involvement activities guide families of ELL students to make the best decisions for their students. We work closely with the parents of ELLs to ensure that all necessary forms and paperwork are submitted properly and accurately. Translation services are also provided to parents when needed; when translation is not available we request support from the Translation Unit at the DOE. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accommodated by the school so that new families can become part of the ASE community.

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.

School Name: _		School DBN: _	
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)
Zenobia White da Cruz	Principal		12/1/15
Dawn Harris	Assistant Principal		12/1/15
Rose White	Parent Coordinator		12/1/15
Ramah Mamah	ENL/Bilingual Teacher		12/1/15
	Parent		12/1/15
Juletta Arroyo	Teacher/Subject Area		12/1/15
Garcia Richards	Teacher/Subject Area		12/1/15
	Coach		12/1/15
	Coach		12/1/15
D. Salmon	School Counselor		12/1/15
Carron Staple	Superintendent		12/1/15
	Borough Field Support Center Staff Member _____		12/1/15
	Other _____		12/1/15
	Other _____		12/1/15
	Other _____		12/1/15

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

C. School Information

District 11	Borough Bronx	School Number 270
School Name Acad. for Scholarship & Entrepreneurship		

D. 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 Zenobia White-DaCruz	Assistant Principal Dawn Harris & Rufina Belthrop
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher R./ Colon Mamah here	School Counselor D. Salmon & S. Kingsberry
Teacher/Subject Area Ramah Mamah/ENL	Parent type here
Teacher/Subject Area Nichole Campbell/ Science	Parent Coordinator Rose White
Related-Service Provider Gracia Richards/ Special Edu.	Borough Field Support Center Staff Member Pierre Wladin
Superintendent Carron Staple	Other (Name and Title) Julieta Arroyo

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	2	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]	1	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)	359	Total number of ELLs	25	ELLs as share of total student population (%)	6.96%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input 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
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	25	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	2
SIFE	8	Developing ELLs (ELLs receiving service 4-6 years)	16	Long-Term (ELLs receiving service 7 or more years)	6

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	7	4	0	12	3	8	5	5	2	24
Total	7	4	0	12	3	8	5	5	2	24

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
SELECT ONE																			0	0	
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____

Number of students who speak three or more languages: _____

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										6	5	3	3	17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2	0	2		4
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1			1	2
TOTAL	0	9	5	5	4	23								

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)										5	0	1	0	6
Emerging (Low Intermediate)										2	1	0	3	6
Transitioning (High Intermediate)										0	1	1	1	3
Expanding (Advanced)										0	2	2	1	5
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	7	4	4	5	20

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													7	1	8

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	2	4	8

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA					0

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	8	0	4	0
Integrated Algebra/CC Algebra	12		6	
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment	9			4
Physics				

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	13			5
Geography				
US History and Government	7			1
LOTE	6			6
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 The assessment tools used to assess the literacy levels of the ELLs are the NYSESLAT, NYSITELL, and the baseline completed in their ESL and content area class. In addition ELL students that are not emerging take the MOSEL exam with the rest of the school. The staff analyzes the data by itemizing it. Through itemizing of the data the staff gains insight to student levels and skills. This applies to the ELLs as well. Thus we are able to see what areas and skills the students excel and struggle in. Recent data from the NYSESLAT displays that students tend to do better with the speaking and listen modalities and struggle with reading and writing modalities. The data derived from the baselines and NYSESLAT has informed instruction by where we have decided to work on close reading, argumentative writing and inferencing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The insights provided by this data shows that the vast majority of students do better in the speaking and listening modalities than the reading and writing modalities. This data informs the school's instructional plan by having ENL classes concentrate heavily on improving literacy while still placing emphasis on listening and speaking proficiency. The data pattern across proficiency levels is that students do much better in the listening and speaking modalities than the reading and writing modalities. This is true of all grades and ability levels. This effects instructional decisions because the self-contained ESL classes concentrate much more heavily on reading and writing than listening and speaking. This means a greater emphasis on Cognitive Academic Language Proficiency over Basic Interpersonal Communication Skills. For ASE all grade levels suffered for the same struggles. The 9th graders struggle with inferencing questions, main idea and dicussing a text, (text analysis) and descriptions . This issue is a 9-12 issue. As a result of these findings there is an instruction initiative to focus on these areas across the board. Thus more close reading questions, lessons that entail inferencing question, teaching arguentative writing and suppling stragties to aid students in acuring these skills.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 We utilize the AMAO tool in order to acquire an in depth understanding of our English Languge Learners, the progress they are making in the various modalities, areas of concern, and instructional patterns and trends that help us support all of our English Language Learners. Through this data, we are able to make informed decisions about instructional strategies that are supporting

improved outcomes and those that may need adjustment in order to maximize the resources we have in our building. Our team looks at the data at the beginning, middle, and end of the year in order to progress monitor and make adjustments over the course of the year.

12. For each program, answer the following:

- d. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- e. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- f. What is the school learning about ELLs from the periodic assessments? How is the home language used?

The pattern across proficiencies and grades show that students are better able to communicate verbally than using the written word. As for how students fare in exams in English versus native language there is no data available since no student chose to take any state exam in the native language. Anecdotally, most students who have been instructed in content area English prefer to also take exam for that subject in English, with native language support.

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

c) Period Assessment data tends to back up the clear consensus of the NYSELAST and qualitative data the shows students struggle in reading and writing while attaining reasonable competence in listening and speaking. ELLs are given a basic baseline created by ESL teacher to assess their native language fluency. In hopes of gaging students literacy level in native language to help inform intruction in English. At ASE the languages spoken are Spanish, Arabic, French and Sonokee. Sonokee has no written language so unable to provide a baseline. ASE has a Spanish, and a French speaking teacher who are able to asses the native language baseline. For arabic ASE uses the aid of the school stairs that possess an Arabic speaking teacher, in the advent that the teacher can not be located, ASE has utilized the help of an advanced arabic speaking student. This baseline revels which student is goig to need intensive help. Those who are literate in their native langauge can then use their first language to access the new langauge, through native langauge text and visuals. For those that are not literate in their L1 There needs to be ample visual and audio scaffolding.

13. 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](#).]

Paste response to question here:

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

All thematic units are planned with the goal to develop specific language functions. In particular, all lessons have targeted language objectives. Additionally, students create learning goals around two modality areas that have been decided upon based on their NYSESLAT scores and other classroom assessments

15. For dual language programs, answer the following:

- d. How are the English-proficient students (EPs) assessed in the target language?
- e. What is the level of language proficiency in the target language for EPs?
- f. How are EPs performing on State and other assessments?

Paste response to questions here:

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

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

Part IV: ELL Identification Process

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

14. 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.

) Parent complete HLIS, administered by the ESL teacher and trained staff.

Where by an oral interview takes place, with the Parent Coordinator to assist with the interview. The ESL Teacher is Ms. Mamah. Parent coordinator Ms. Rose White offers translation services in Spanish during the ELL Identification Process.

-If parents indicates a language other than English, ESL coordinator/ trained pedagogues conducts an informal interview

-Administer NYSITELL by trained pedagogue Ramah Mamah

-Hand score student answer document

-ESL coordinator and trained staff conduct the parent orientation during which the DVD describing the three programs offered by the NYCDOE are shown. (Transitional Bilingual, Dual Language, ESL). This is ongoing to ensure student placement within 10 days of enrollment.

-Parents then complete the language survey and the Parent Program Selection form

-If parents select TBE, their names will be added to a list of parents requesting TBE. When the list have 15 students in two contiguous grades for middle school or 20 students in any single grade 9-12, all speaking the same native language, the school will create a bilingual program and will contact the parents as per CR Part 154.

-Based on the parent Program Selection Form and the student hand scored LAB-results, the student is appropriately placed within 10 days of enrollment

-Entitlement letter and placement letters are sent to the parent.

-All communication, forms letters are presented in English as well as the student's home language

-Each student is evaluated annually by the NYSELAT exam each May. This exam tests student's ability to read, speak, write, and listen in English. The NYSELAT test score determines student placement as Beginner, Intermediate, Advanced or Proficient for the next academic year.

15. 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).

Students who have enrolled at our school from another country or state will be given the SIFE questionnaire with their parental guardians so as to determine if they have experienced interrupted or inconsistent formal education. Next, the ENL teachers use a combination of the questionnaire, the LENS (if the student is a Spanish speaker), and the student's work to determine whether or not that student can be classified as SIFE.

16. 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).

Upon enrollment, students who have entered the school from another state with an IEP will be identified by the ENL teachers. Next, the LPT will meet to discuss the student's IEP and language needs. Members of the team will include the ENL teachers, Ms. Mamah and Ms. Coloni, the school counselor, Mr. Solomon, the assistant principal, Ms. Belthrop, and the special education teacher of the student. This team will meet within five days of enrollment. If student is not in the system LPT team will meet. Student and parent will be given oral interview, HILS form will be completed with first 5 days. Within first NYSITELL exam will be given and scanned. Within 10 to 15 days student should be programmed for entitled services.

17. 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.

Upon scoring and scanning the NYSITELL, the ESL teachers enter the data into the ELL spreadsheet immediately. On the same day, they complete entitlement and non-entitlement letters for all tested students. Using the HILS information and what language the parent choose as preferred language for contact. ENL teacher uses the samplar resources available on the internet to print letter in parents preferred language

These notes are mailed home and a copy is kept in the ELL compliance binder.

18. 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).

Parents will receive a letter with notification of the right to appeal within 45 days with the entitlement letter. This letter will be in the parents preferred language. The individuals responsible for this process is the intake individual, Mrs Seymour, Mr Solomon the counselor and Ms Mamah the ESL teacher. The right to appeal will also be discussed at the parent information sessions. Likewise, this will be a time for parents to ask questions and to learn more about the process. A copy of the letter will go into the compliance binder and another copy will go into the cume files.

19. 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.

In order to educate parents on the variety of second language acquisition programs offered by the NYC Public Schools, the parent coordinator and ESL teacher/ coordinator schedule an informational outreach meeting near the beginning of the school year. The LPT generally plans something on curriculum night which generally occurs the third week of September. Parental attendance is request by sending multiple mailings in parents preferred language and making automated phone calls to the ELL student homes in both English and their native language. At this meeting, the parents are shown a DVD that outlines the differences between ESL, Transitional Bilingual and Dual Language Programs. In addition to distributing the ELL Brochure in the parents preferred language, interpreters are on hand to ensure that all parents fully understand the choices available. Also at this meeting, parents are given a survey to gauge how well they've been presented the applicable information and also a form that allows them to choose the program that best fits their child's needs. LPT team will also alert parents that Bilingual Programing is the default if survey is not returned, however at the current stage ASE does not have such a program.

In the advent that we have the numbers to supply the program of parent choice a letter will go out informing the parents that the program they requested is available

20. 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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
Our school reaches out to parents in various ways to ensure the timely receipt of the Parent Surveys and Program Selections. Upon enrollment, parents whose students have been identified as needing the NYSITELL will receive a flyer notifying them of the upcoming parent orientations. Next, each student identified as a learner of a new language receives a letter with an RSVP note attached to be returned so as to indicate which meeting they will attend. To include a phone master, individual phone calls are made to parents to remind them of the meetings or to schedule a personal meeting. If a parent requests a personal meeting, the Parent Coordinator and one of the ENL teachers sets up a time to meet with the parent for an orientation. The parent sessions are also listed on the school calendar. Parents are informed that ASE does not have a Bilingual program at the moment however parents will be informed as soon as ASE has the numbers to provide the program an alert will be sent to the parents letting them know the service is available. Such letter will be sent out based on parents preferred language.
21. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The ENL teachers keep a compliance binder that is shared with the Assistant Principal that notes whether or not the parent has attended a parent orientation or completed the paperwork. The number of outreach methods is also noted in this document. The parent survey will be collected and stored in the cunes by either the intake individual Mrs. Seymour or ENL teacher Ms. Mamah. A copy of it will go into the compliance binder
22. Describe how your school ensures that placement parent notification letters are distributed. The ESL teachers distribute letters to parents in preferred parent language by mail, and notify them upon enrollment to look out for these letters. In addition, phone calls are made to homes to notify parents about the letter. A copy of the letter is also given to students to take home. And in addition the same letter will be supplied at curriculum night.
23. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL documentation is kept in an ELL compliance binder located in a secure location in the ENL classroom. These binders include all of the documentation for the students. Additionally, HLIS and interviews are retained in each student's cumulative record.
24. 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.
ENL teachers oversee the NYSESLAT administration for the school. Prior to the testing window, ENL teachers run a RLER report on ATS, which identifies and confirms students that are eligible for the NYSESLAT. They cross check this report with the RELC and the RNMR to confirm. When the speaking window opens, the ENL teachers individually administer and score the speaking section for all second language learners. They do not administer the speaking portion of the test to students on their rosters. Next, they meet with teachers to schedule the implementation of each session and to confirm the students in their classes that are required to take the test. Additionally, the ENL teachers review testing procedures with the bilingual teachers. When the test window opens for the three sessions, all ENL and bilingual teachers give each session on the specified days. ENL teachers then administer make-ups to complete the process within the testing window.
25. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. At the start of the year, ENL teachers review the results from the previous spring's NYSESLAT. Based on these results, the ENL teachers complete the continued entitlement and transitional support letters that are sent home. These documents are also retained in the ELL compliance binder. ENL teachers and the Parent Coordinator meet with parents who request clarification in regards to the letters on an as needed basis.
26. 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).
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choice from the parents has been the selection of the Transitional Bilingual Program (TBE) when the family is Spanish speaking. In contrast, when the student speaks a home language other than Spanish, the parents have selected English as a New Language (ENL). In general, the parent's choice of ESL has remained in place as the trend at ASE due to the relatively few number of ELLs and their wide range across grade levels 9-12, a bilingual program with these demographics will be created when the required number of students and parents requesting TBE is reached, as per CR Part 154. Because nearly all parents have chosen to have their child remain in the ESL instructional model offered by ASE, parent request about their children's second language acquisition have been honored. For the last 5 years, no parent has wished their child to be taken out of the school's ESL program and put into bilingual or dual language program.

Part V: ELL Programming

B. Programming and Scheduling Information

21. 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]).
- d. Freestanding ENL program.
Further, entering students will be pulled-out for stand-alone ENL for 180 minutes per week, and emerging students will be pulled-out for stand-alone ENL 90 minutes per week. Expanding and commanding students will receive four periods of intergrated ENL per week to further support their language development. Instruction for ELL's is delivered via self-contained classes, which is scheduled according to grade level with heterogenious abilities. There will be push-in also for entering ENL students.
 - e. TBE program. *If applicable.*
Paste response to questions here:
 - f. DL program. *If applicable.*
Paste response to questions here:
22. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- b. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
ENL/ELA will be achieved through stand-alone and intergrated ENL. All students will receive 180 minutes of ENL through whole group instruction. Entering and emerging students will receive an additional 180 minutes of stand-alone ENL, which will be done through small group instruction, which will total 360 minutes of ENL/ELA instruction.
23. 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. The ENL instructors support literacy via the Teachers College curriculum. Additionally, ENL teachers plan thematic units around the New York State Scope and Sequence for science and social studies. Each unit has targeted language goals that are supported through specific language objectives, which guide students as they master the grammatical and lexical features of English. Moreover, units are also planned around Common Core Speaking, Writing, Reading, and Listening Standards and the New Language Progressions. In terms of instructional approaches, teachers use visuals, realia, scaffolds, thinking maps, and differentiation to meet the needs of students. ENL teachers also consult the ESL State Standards when planning lessons and units.
24. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?
We currently use the Spanish Lab-R to determine native language proficiency in Spanish. We also use informal assessments to monitor progress throughout the year.
25. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
English as a New Language
Students take practice NYSESLAT assesments in the Fall and the Winter, which the teachers use to evaluate student progress in each of the four modalities. In addition, students build portfolios that include assignments that show progress in the modalities. Classroom assessments help the teachers guide instruction to match where students are in speaking, reading, writing, and listening.
26. How do you differentiate instruction for each of the following ELL subgroups?
- f. SIFE
 - g. Newcomer
 - h. Developing
 - i. Long Term
 - j. Former ELLs up to two years after exiting ELL status
- When it comes to specialized instruction for SIFEs newcomers and long-term ELLs, each student's needs are addressed on a case-by-case basis. Because of ASE's relatively few ELLs and single instructor, there isn't the ability to program specialty classes for these groups. Instead, the benefit of extremely small class sizes allows individual feedback and differential instruction from teacher to student. While each class works collectively on similar assignments, the teacher can successfully differentiate nuances from teacher to student. While each class works collectively on similar assignments, the teacher can successfully

differentiated the nuances of each student's particular situation. In particular, long term ELLs are serviced with better knowledge of their linguistic strengths and weakness and with instruction tailored to their content area classes.

- a. SIFE- differentiated instruction per IEP with ample audio, visual and manipulatives
- b. Newcomers- individual feedback, buddy system for native language support (if possible) plenty of audio, video, sentence starters, repetition, exemplars.
- c. 4-6 Year ELLs differentiation through instructor's personal knowledge of student strengths and weaknesses based on multiple years experience with the same learners
- d. Long-Term ELLs-differentiation based on student data and instructors prior knowledge of student from years past

All ELLs receive extended testing in addition to those who have recently tested out. Those who have recently tested out are also entitled to 180mins of ESL instruction

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

Despite the re-identification process, the students will continue to receive many forms of language support that our school has included in our curriculum regardless of home language or proficiency. Therefore, the students will continue to receive instruction that includes supports that aid in language development. Moreover, ASE continues to have the ELA instructional goal of vocabulary development, which means every classroom provides direct instruction in vocabulary and is supported by programming such as Sadlier, school wide word of the week, day and month, and a print rich vocabulary focused environment. These students will likely be encouraged to attend after school as well. Furthermore, since ENL students are grouped heterogenously by grade, this student will continue to be in a classroom that receives support from the intergrated model. If the student has an IEP and is mandated to be in an ICT class, the student will also have the benefit of two teachers and Spanish language support.

Finally, students that fall into this category will be reviewed based on mid-year assessments from I-Ready, in-book assessment and TC assessments and end of year assessments such as the NYS exams, I-Ready, in-book assessment, and TC assessments to ensure that academic progress is on track.

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

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

29. 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?

To ensure that all ELL-SWDs receive mandated services, all service providers have access to the students' IEP. Bilingual teachers in ICT settings are able to be flexible to meet the needs of ELL-SWDs by using small group instruction throughout the day. This model of co-teaching allows for centers in which students access content and language at their level, which exemplifies flexibility in all areas. ENL teachers of ELL-SWDs are able to provide the least restrictive environment by not exceeding twelve students in small groups. Additionally, ELL-SWDs receive push-in and pull-out small group instruction so as to support them within the curriculum as well as for their specific needs. Overall, these students have already received Tier One and Tier Two interventions and as a result, ELL-SWDs receive small group / one-on-one instruction with a hands on approach to learning. In addition, there is an emphasis on visual and technical support (such as, SMART boards, document cameras, Learn pads, I-pads, and flip cameras).

Chart 5.1 **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.)			
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 Dually 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.

Chart 5.2 **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 Dually 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.

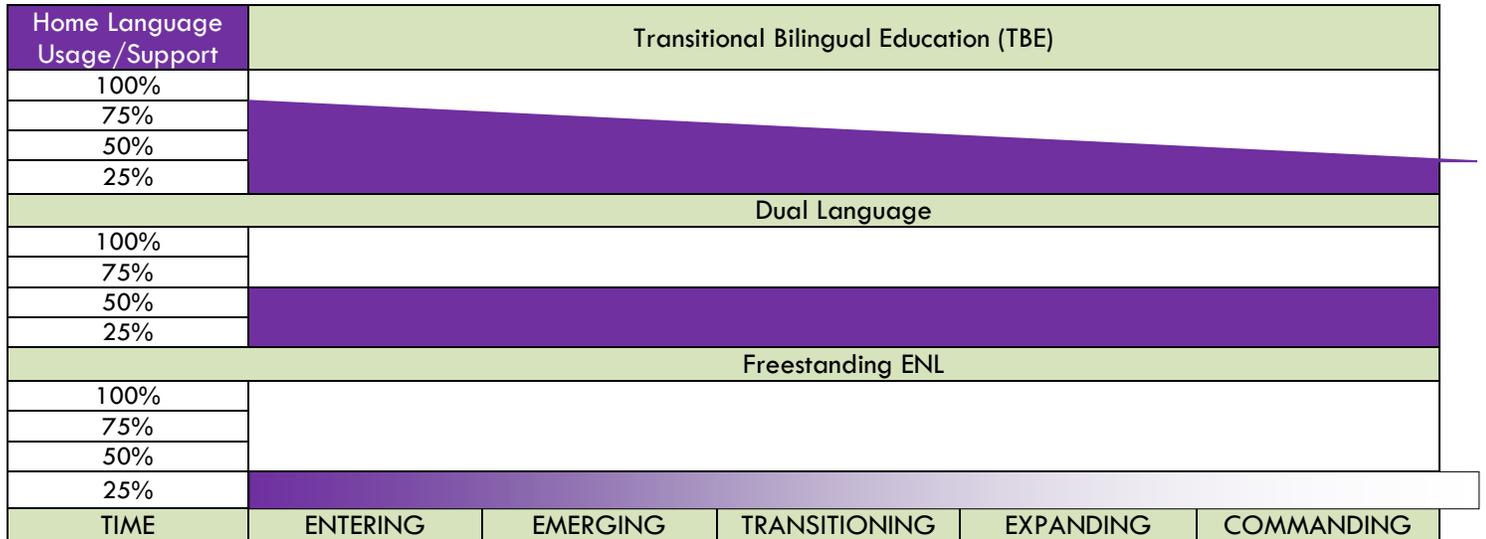


*Note “other approved services” does not apply to New York City at this time.

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.



E. Programming and Scheduling Information--Continued

30. 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. Targeted interventions for ELLs in ELA in the content areas include: Thinking Maps, Wilson Foundations, Fountas and Pinnell Lessons, Sounds in Motion, Reading Rescue, Reading Recovery, and ESL Brainpop. Based on multiple assessments, Response to Intervention Services (RTI) are provided to students who show a need for support in ELA and the content areas. These students are routinely given Great Leaps in ELA and in math. In addition, several ELLs attend a RTI afterschool program that is co-taught by an ENL and general education teacher. This afterschool program provides at-risk services to several struggling ELLs. Targeted interventions for Math, Science, and Social Studies takes place through small groups instruction to address specific needs in both language and content. Next year, we anticipate ENL teachers pushing-in not only during ELA instruction, but also during Math and Science instruction. These services will continue for two years after ELLs exit the program.
31. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- After reviewing the NYSESLAT data, the patterns reveal that the majority of students are strong in the listening/speaking portions of the examination. The modality areas students need improvement are reading/writing. The goal for next year is to increase proficiency levels in reading/writing amongst all ELLs. The trends show that ELLs need support in all four modalities of language in the following order: writing, reading, listening, and speaking. Therefore, ENL and bilingual teacher create targeted language and content objectives that aim at addressing delays in literacy. Moreover, ENL and Bilingual teachers frequently use scaffolds, sentence frames, thematic units, reading strategies, grammatical instruction, and small group instruction to address both the content and language development of ELLs at ASE.
32. What new programs or improvements will be considered for the upcoming school year?
- In the upcoming school several improvements will be made to the programming at ASE. Overall, this will infuse more language support into classroom instruction and will assist the general education teacher in meeting the needs of the ELLs. Finally, ENL teachers will be able to attend grade level meetings to plan and to infuse more language support into all classrooms. Another affordance this change provides is smaller, more focused groups for entering and emerging ELLs who will receive additional instruction outside of class. This will also help ENL teachers to provide more focused support to ELL-SWD in smaller, more homogenous groups.
- Other improvements include additional curriculum supports for ENL bilingual texts, and more.
33. What programs/services for ELLs will be discontinued and why?
- N/A
34. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Every ELL is afforded equal access to all school programs athletics and enrichment. In addition to the mandated ESL program, ELL students are mainstreamed in their other subject area classes such as science, social studies, art, math, gym/health, foreign language and business. ESL students who also qualify for Special Education programs are given services according to their IEP. In addition, all middle school ELLs participate in the after school enrichment activities four times a week. After school services offered to ELLs include Title III after school tutoring for middle school, enrichment activities such as volleyball, art and crafts, sewing, technology, games, etc. All communication, notification, flyers to parents and ELL are provided in English as well as in the student's native language.
35. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
- we utilize a number of instructional supports and supplemental material in order to support language development. Beginning in the Spring of 2015, we have adopted "Thinking Maps", an instructional approach that utilizes 8 visual maps that each are aligned to a specific cognitive approach, such as sequencing or listing. Students then organize their thinking into the maps, within their notebooks or on chart paper. This process supports our students English language development in that they are making clear connections between the map and the cognitive language and tier 2 and 3 vocabulary aligned to their thinking. Additionally, the maps can be used for vocabulary development, text based evidence, metacognition, among others. Next, we utilize content based programs, such as Hot Topics and Seeds of Science to expand our students' experiences in the social studies and science and to build their language development and exposure to academic vocabulary. Finally, we utilize ST Math or Jiji Math which is a mathematics program that uses visual means of exposing students to Common Core aligned math concepts. No language is required in order to be immersed in the program. As a result, regardless of the students' language proficiency level, they are exposed to the grade level standards in an engaging manner. Furthermore, we have numerous devices, such as iPads, Learn Pads, and computers so teachers can individualize the learning for each child using a number of different programs.
36. How is home language support delivered in each program model (DL, TBE, and ENL)?
- ENL teachers often use Google translator to assist with vocabulary support. ENL teachers support home language by discussing openly the transfers between English and the home languages either through cognates, similar grammatical structures, or similar phonemes. Moreover, the differences between the languages is also discussed so as to build metalinguistic awareness.

37. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels. Upon enrollement, Ells are placed in the grade level appropriate to their age. If there is concern raised by the parent as well as the teacher of the student, a discussion is had with the administrative team to determine if the student should be placed in a different class. Regardless, Ells receive mandated services based on their proficiency level deteremined by the NYSITELL. The resources and services they receive during ENL and classroom instruction are grade level. Language is supported and scaffolded via ENL methodology so students can access grade level content. Bilingual support is provided when necessary.
38. 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).
- Newly enrolled ELLs and their parents meet with the ENL teachers and the parent coordinator at the beginning of the school year or upone enrollement to the school. Parents are welcomed and invited to all activities such as Zumba, extracurricular parent workshops such as jewelry making and bilingual literacy events.
39. What language electives are offered to ELLs?
- Paste response to question here:
40. For schools with dual language programs:
- 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.
 - In which language(s) is each core content area taught?
 - How is each language separated for instruction?
 - Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

F. Professional Development and Support for School Staff

5. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
- Paste response to question here:
6. 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?
- There are several programs at our school that provide professional development to teachers to assist in supporting ELLs as they engage in the Common Core Learning Standards. All teachers of ELLs will continue to receive Thinking Maps professional development and coaching throughout the year, which is aligned to the Common Core Learning Standards. Thinking Maps is an instructional tool used schoolwide to develop deeper thinking around content, and it is a school wide common language. As a result, teachers continue to be trained in using specific language that targets the eight ways our brain thinks. Teachers also participate in online learning modules and grade level professional learning communities to learn more about and to discuss further successful implementation. Additionally, ENL teachers will be trained in a specific module that provides additional scaffolds and approaches for ELLs. Furthermore, all teachers will ngage in professional development through TCRWP coaches. These sessions will include strategies for aligning ELL instruction with the Common Core Learning Standards as well as sharing and modeling best practices within professional learning communities.
7. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
- ENL teachers work with parents and the guidance counselor to assist in the transition from elementary to middle school for ELLs. The guidance counselor holds parent workshops where parents can ask questions about this transistion. Furthermore, students visit middle schools and get to view programs.
8. 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.

Paste response to question here:

G. Parental Involvement

7. 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?

Each year ENL and bilingual teachers hosts a parent information session on the NYSESLAT. During this parent information session, parents are informed of the dates of the upcoming exams and gain familiarity with the four sections that their children will encounter on the upcoming exam. This year ENL and bilingual teachers explained the changes to the exam and the new levels of proficiency that will be assessed on the exam. Parents are also given sample questions that students may use to practice. Parents are also invited every week to discuss their children's language development needs during Family Engagement Tuesday's. Additionally, parents receive an ENL newsletter, which outlines the goals for the ENL program and a Cluster Team newsletter that explains the monthly instructional goals of ENL. Finally, ENL and bilingual teachers frequently contact parents individually by phone to discuss language development progress, using the DOE Office of Translation services when necessary.

Records are kept in a secure area in the ENL classroom. An attendance sheet for each ELL parent meeting is kept for our records, and copies of parent outreach letters are also kept securely in a binder in the ENL classroom.

8. 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.

The Parent Coordinator will keep all phone call logs, flyers, letters and attendance sheets pertaining to meetings and outreach conducted to ELL parents.

9. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

Our parent coordinator assists the ENL instructors with the compliance meetings for the parents of our ELL population. As previously noted, these take place at the beginning of the school year as well as throughout the year on a case by case basis. Parents act themselves as volunteers for many programs at our school. ELL families are invited to participate in regular meetings that happen Tuesday during parental involvement time. Invitations are sent in the parents native language. Furthermore, parents are invited to participate in classroom activities as well as shows and performances we host in the building. All communication is sent home in the parents native language or translated to them over the phone. The parent association plays a key role in supporting the academic, social, and cultural areas that support the success of English Language Learners.

10. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We partner with a variety of organizations that also support our ELL parents, such as instructional workshops that provide information about our instructional programs, expectations and Performing Arts programs.

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

We work closely with our Parent Coordinator and Parent Association in order to survey parents, hold meetings, and collect anecdotal information in order to address the needs of our parents. Through these meetings, they have provided insight as to the interests of the parents and the needs they may have in terms of social/emotional needs or needs in the community. We work hard in order to accommodate the parents and provide support as needed.

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

Our parental involvement activities guide families of ELL students to make the best decisions for their students. We work closely with the parents of ELLs to ensure that all necessary forms and paperwork are submitted properly and accurately. Translation services are also provided to parents when needed; when translation is not available we request support from the Translation Unit at the DOE. The diverse cultural backgrounds from which the students come from is celebrated and respectfully accommodated by the school so that new families can become part of the ASE community.

H. 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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
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)
Zenobia White da Cruz	Principal		12/1/15
Dawn Harris	Assistant Principal		12/1/15
Rose White	Parent Coordinator		12/1/15
Ramah Mamah	ENL/Bilingual Teacher		12/1/15
	Parent		12/1/15
Juletta Arroyo	Teacher/Subject Area		12/1/15
Garcia Richards	Teacher/Subject Area		12/1/15
	Coach		12/1/15
	Coach		12/1/15
D. Salmon	School Counselor		12/1/15
Carron Staple	Superintendent		12/1/15
	Borough Field Support Center Staff Member _____		12/1/15
	Other _____		12/1/15
	Other _____		12/1/15
	Other _____		12/1/15