

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X282

School Name:

WOMEN'S ACADEMY OF EXCELLENCE

Principal:

ARNETTE CROCKER

Comprehensive Educational Plan (CEP) Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

Section 8: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)

Section 1: School Information Page

School Information

School Name: Women's Academy of Excellence School Number (DBN): 08X282
Grades Served: 9 – 12
School Address: 456 White Plains Road, 3rd Floor, Bronx, NY 10473
Phone Number: 718-542-0740 Fax: 718-542-0841
School Contact Person: Arnette F. Crocker Email Address: acrocke@schools.nyc.gov
Principal: Arnette F. Crocker
UFT Chapter Leader: Richard Steckmeister
Parents' Association President: Shaunte Williams
SLT Chairperson: Marilyn Ambrose
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ulysses Lawrence
Student Representative(s): Sylvel Davis
Claraluz Maldonado

District Information

District: 08 Superintendent: Carron Staple
Superintendent's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Superintendent's Email Address: cstaple@schools.nyc.gov
Phone Number: 718-741-5834 Fax: 718-741-7098

Borough Field Support Center (BFSC)

BFSC: 2 Director: Jose Ruiz
Director's Office Address: 1 Fordham Plaza, Bronx, NY 10458
Director's Email Address: JRUIZ2@schools.nyc.gov
Phone Number: 718-828-7776 Fax: 718-828-6280

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Arnette F. Crocker	*Principal or Designee	
Richard Steckmeister	*UFT Chapter Leader or Designee	
Shaunte Williams	*PA/PTA President or Designated Co-President	
NA	DC 37 Representative (staff), if applicable	
Ulysses Lawrence	Title I Parent Representative (or Parent Advisory Council Chairperson)	
Claraluz Maldonado	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Sylvel Davis	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
NA	CBO Representative, if applicable	
Marilyn Ambrose DeCosta	Member/ Teacher	
Joel Comendador	Member/ Teacher	
Tracy Smith	Member/ Teacher	
John Spruill	Member/ Parent	
Erika Maldonado	Member/ Parent	
Lisa Lunsford	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Sharon Lawrence	Member/ Parent	
Beverly McKnight	Member/Teacher	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools

Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

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

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

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

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

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

The Women's Academy of Excellence opened in 2004 as a uniform school single gender learning environment with a private school feeling. Affectionately called, *The WAE*, the mission of the **WOMEN'S ACADEMY OF EXCELLENCE** is to create a community of lifelong learners, where students' intellectual curiosity and creativity is nurtured, and their developmental needs as teens and preteens are met to their individual satisfaction.

The WAE school community which is comprised of scholars, teachers, administrators, parents and community leaders offers a dynamic, interdisciplinary learning environment exposing scholars to a rigorous college preparatory curriculum. As a result, the scholars experience great success on many levels, as they specialize in the fields of Math, Science and Social Change. The WAE scholars are also required to complete 200 hours of community service prior to graduation.

The school currently serves a population of 350 students from various cultural backgrounds. The population consists of students from Mexico, Central America, Pakistan, India, and West Africa. The student population is approximately 45.72% Black, 40.71% Hispanic, 5.9% Pakistani, 3.54% White and 1.47% Indian.

The goal of the school is to provide a quality education for young women. The school provides targeted academic intervention for students that are in need of additional instructional support, including lunchtime tutoring and Saturday School. It also offers a committed youth development team that is led by a school culture coordinator. The teachers support one another through Professional Learning Communities, Common Planning with Special Education staff, and Staff Development Team.

The WAE incorporates leadership classes, which meet regularly for 45 minutes, using the Overcoming Obstacles Curriculum, and allows for team building activities, discussions of personal/social issues that concern the scholars, college education, peer support, and conflict resolution. The leadership teachers serve as mentors, advocates, cheerleaders, taskmasters and disciplinarians. The Leadership teacher provides a home base for building positive social relationships and connecting to the school community. The goal of the Leadership classes is to serve as a liaison to the parents.

Through a strong partnership with parents, caretakers and guardians, the school organizes and initiates collaborative projects to instill values, ethical principles of behavior and sound judgment in each and every scholar. In this way, it is ensured that scholars excel scholastically, socially and emotionally; and are able to achieve success throughout high school and when they enter college. Our expectation is that the scholars will be leaders in school and in their communities as well.

The WAE offers scholars the opportunity to participate in student government, empowerment programs, music, PSAL sports, and community service projects. The WAE believes that community service is a foundation for great leaders. It builds character, self-esteem, and instills a sense of civic responsibility. *The WAE is proud to be affiliated with and supported by the following organizations.* The NY Coalition of One Hundred Black Women, L’Oreal: Softsheen Carson, Music Unites, Touro College, Lehman College, Monroe College, Mercy College, CEI-PEA, and The Agency for Children Services North Bronx Office. PS 64, The Learning Tree, and The PitcchIn Foundation.

08X282 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	09,10,11,12	Total Enrollment	351	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				17
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	8	# Drama
# Foreign Language	8	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	78.3%	% Attendance Rate	79.4%	
% Free Lunch	79.5%	% Reduced Lunch	6.6%	
% Limited English Proficient	5.6%	% Students with Disabilities	20.8%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.5%	% Black or African American	46.6%	
% Hispanic or Latino	44.6%	% Asian or Native Hawaiian/Pacific Islander	3.3%	
% White	3.0%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	10.34	# of Assistant Principals (2014-15)	1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)	2	
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)	3.1%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)	6.21	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4	N/A	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)	N/A	
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	44.9%	Mathematics Performance at levels 3 & 4	43.6%	
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	68.4%	% of 2nd year students who earned 10+ credits	58.3%	
% of 3rd year students who earned 10+ credits	65.4%	4 Year Graduation Rate	72.2%	
6 Year Graduation Rate	76.5%			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	N/A	Limited English Proficient	N/A	
Economically Disadvantaged	YES			

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

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

Part 1 – Needs Assessment

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

DATA: The June 2015 Regents Exam showed 27% passing with the Global History Regents Exam; and 58% passing with the U.S. History Regents Exams. This is a major decrease in the passing percentage of the two major history exams over the schools’ 9 year history of having high school grades.

The strengths of the students is in the area of understand the concept and execution of the DBQ. The weakness is in the area of writing the thematic essay. The weakness in the writing component includes the following:

- Acquiring and maintaining subject area content
- Understanding stem of multiple choice questions
- The conceptual understanding needed for writing the essay.

The needs of the students included to

- The ability to build content vocabulary
- To summarizing information read
- More rigorous and engaging lessons (interactive and collaborative study)
- Understanding how to read, unpack and answer multiple choice question using effective test taking strategies

Part 2 – Annual Goal

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

By June 2016, there will be a 5% increase in the Global History and US History regents exams passing rate.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Annotations will be used to build content knowledge by having students cite and extract content knowledge from the text. Students will interpret important primary source documents.</p> <p>Students will be introduced to the Frayer Model to increase vocabulary and conceptual understanding of different themes and topics in global and U.S. history.</p> <p>Teachers will use Skedula to keep parents and families informed on student progress and to facilitate parent engagement. Teachers will advise parents on resources that they can use to help support their child's learning, such as the NYC Common Core Library.</p>	<p>The students from the schools' bottom third in the 10th grade and in the 11th grade respectively.</p> <p>Including the ELL students and Special Education Students</p>	<p>Sept 2015 to June 2016</p>	<p>The 10th grade and 11th grade teachers (general and special education teachers).</p> <p>The inquiry Team for the History Department.</p>

Part 4 – Budget and Resource Alignment

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

Part 5 – Progress Monitoring

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

The main focus of inquiry team for the history department is the global and the US History Exams. The department will engage in an inquiry cycle from November to June 2016 to monitor progress.

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

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

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

Part 1 – Needs Assessment

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

Part 2 – Annual Goal

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

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

More than 70% of our students enter the school performing at level 1 and 2 in the ELA eighth grade standardized assessment. Since many of our students have low literacy levels, this is impacting their performance in content area classes.

Part 2 – Annual Goal

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

To have students demonstrate an improvement in literacy skills that will demonstrate proficiency in reading, writing, and speaking and listening in accordance with the New York State Standards and Common Core Learning standards that will produce a 7% increase in the English Regents exam in June 2016

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Uniform annotation system in the ELA department for fiction and non-fiction text. • Students will use textual evidence to respond to journals, on-demand writing exercises and Regents essays. • Monthly unit plans will includes annotation strategies • Performance tasks that align the annotation strategy with <i>ELA/Literacy Instructional Shift 2: Reading and writing grounded in evidence from text</i> • The literacy team selected two research based strategies that will be used across all content areas. Those strategies are Annotation and the Frayer Model. 	<p>The bottom third student population for 11th grade, including the ELL students and Special Education Students</p>	<p>Sept 2015 through June 2016</p>	<p>The ELA teachers/ All other content teachers will be in support and use the ELA department and utilize the selected strategies across the curriculum.</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Weekly Grade/Department Team Meetings</p>
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>

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

Part 5 – Progress Monitoring

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

Weekly Professional Learning Communities

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

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

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

Part 1 – Needs Assessment

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

The needs of the school are most evident in the area of literacy. The belief, across the content areas, is that when the literacy levels of the scholars are target and improved to proficiency levels, they excel. Therefore, the instructional focus of the school is that “Students will develop the literacy skills necessary to develop communication and collaborative skills that support college and career readiness through the use of research, textual evidence, discussion, writing and productive struggle”.

Part 2 – Annual Goal

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

By June 2016, to improve literacy skills by having students demonstrate a greater proficiency in reading comprehension, and writing, as it pertains to each major content area (math, ELA, science, & history) and in accordance with NYS Standards and CCLS, by illustrating an increase in the passing percentage of in-class exams by 5%.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>ELA</p>	<p>The bottom third including the ELL students and</p>	<p>Sept 2015 to June 2015</p>	<p>Teachers</p>

<ul style="list-style-type: none"> • Uniform annotation system in the ELA department for fiction and non-fiction text. • Students will use textual evidence to respond to journals, on-demand writing exercises and Regents essays. • Monthly unit plans that includes annotation strategies • Performance tasks that align the annotation strategy with <i>ELA/Literacy Instructional Shift 2: Reading and writing grounded in evidence from text</i> 	Special Education Students		
<p>Math</p> <ul style="list-style-type: none"> • Uniform annotation and system for analyzing word problems (SOLVE). • Monthly unit plans that includes annotation strategies • Students will explain “math language” vocabulary • Design interdisciplinary lessons • Develop interdisciplinary performance tasks (such as creating a newspaper) that align with the <i>Mathematics Instructional Shift 4: Deep Understanding, where teachers teach more than ‘how to get the answer’ and instead support students’ ability to access concepts from a number of perspectives</i> and <i>ELA/Literacy Instructional Shift 2: Reading and writing grounded in evidence from text.</i> 	The bottom third including the ELL students and Special Education Students	Sept 2015 to June 2015	Teachers
<p>History</p> <ul style="list-style-type: none"> • Monthly unit plans that includes annotation strategies • Uniform annotation system in the History department for primary and secondary sources • Students will use annotation to use textual evidence to respond to DBQs and Regents essays. • Performance tasks that align the annotation strategy with <i>ELA/Literacy Instructional Shift 2: Reading and writing grounded in evidence from text</i> 	The bottom third including the ELL students and Special Education Students	Sept 2015 to June 2015	Teachers
<p>Science</p> <ul style="list-style-type: none"> • Close reading annotation • Annotation using informational text • Performance tasks that align the annotation strategy with <i>ELA/Literacy Instructional Shift 2: Reading and writing grounded in evidence from text</i> 	The bottom third including the ELL students and Special Education Students	Sept 2015 to June 2015	Teachers

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

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
Weekly Professional Learning Communities										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data. Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
By June 2016, there will be a 1% increase in the attendance rate, from 79% to 80%, for grades 9-12.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART– <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
Our goal is to reach the goal of 80% attendance and to maintain that percentage throughout the school year. With the outreach done by our attendance teacher, outreach by teachers, guidance department and our social workers our attendance has increased to approximately 79%. With more fervent outreach we can reach the 80% goal and maintain it by continuing to support the parents and scholars who have attendance issues.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
We have implemented additional means of cross referencing students who are in attendance but may have arrived late to school and may not have had attendance taken during the attendance period. Parents are called	Students with chronic absenteeism, those students with 10 or more	Sept 2015 through June 2016	Guidance Counselors

during Parent Engagement time to address attendance and the impact on student's academic achievement. These parents are in turn invited to meet with the teachers and other pertinent staff on the next parent engagement date to address the issues and thereby, staff can determine what support can be offered to assist students with attendance issues.	consecutive absences.		Pupil Accounting Secretary Attendance Teacher
Strategies that are currently in place are: phone calls to parents, parent conferences, letter#1 and #2 will be sent to parents who fail to attend parent conferences. After the letters have been sent home to parents, a home visit by attendance teacher is then made. Once a home visit is made and parent does not respond or student does not attend school, ACS is then notified. Other strategies that will be implemented to increase stronger family and community will include soliciting the assistance from social workers to address attendance issues with parent and scholar together. This could also include soliciting assistance from outside community agencies to promote greater attendance and academic improvement.	Students with chronic absenteeism, those students with 10 or more consecutive absences.	Sept 2015 through June 2016	Guidance Counselors Pupil Accounting Secretary Attendance Teacher

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.										
Resources that will be put in place will include incentives, such as attendance trip, acknowledgement of students with improve attendance and other extracurricular activities. If uniform becomes an issue with attendance, support is given to parents who have hardship in attaining the uniform. PTA has provided support to parents with uniform issues by giving parents uniform gift cards with the request that parent attends minimum of three PA meetings.										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Progress will be monitored during our weekly attendance meeting. The RCUA is printed weekly from ATS which shows the number of absences students have. The RCUA from the previous week will be cross referenced with the current report, whereby we can determine an increase or decrease in attendance.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Progress Reports Transcripts Attendance	Regents Preparation Academic Support Sessions Saturday School	Small Group Instruction Tutoring Large Group Instruction	Thursday-Friday 5 th Period Saturday School
Mathematics	Progress Reports Transcripts Attendance	Regents Preparation Academic Support Sessions PM School	Small Group Instruction Tutoring Large Group Instruction	Thursday-Friday 5 th Period Saturday School
Science	Progress Reports Transcripts Attendance	Regents Preparation Academic Support Sessions PM School	Small Group Instruction Tutoring Large Group Instruction	Thursday-Friday 5 th Period Saturday School
Social Studies	Progress Reports Transcripts Attendance	Regents Preparation Academic Support Sessions PM School	Small Group Instruction Tutoring Large Group Instruction	Thursday-Friday 5 th Period Saturday School
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Progress Reports Transcripts Attendance	Mandated Counseling Parent Conferences College Planning Support	Small Group One-to-One Leadership Classes	During School Day Tuesday Afternoon Thursday Afternoon

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.
<ul style="list-style-type: none">• Teacher candidates are required to do a demo lesson where they are evaluated by teachers and students.• The Staff Development Committee was created to provide professional development based on content and/or teaching qualifications as well as areas that have collaboratively identified as in need of improvement.• Teachers will do Learning Walks and teacher-to-teacher mentoring to observe other staff to learn best practices and provide constructive peer feedback.

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
To help students meet the Common Core State Standards, the teachers meet in their grade/department team meetings on a weekly basis to discuss best practices on how to implement the CCSS. The staff meets collectively on Mondays to engage in professional development on varies topics such as Common Core State Standards, MOSL, curriculum development, instructional expectations, as well as student engagement to ensure that all staff members are following the same model. All staff will also have the opportunity to engage in professional development and workshops provided by the BFSC.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

--

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Professional Development Survey
SLT meetings
Staff Development Committee and UFT council meeting.
Department and Grade Team meeting

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	269,160.00	X	5A, 5C, 5D, 5E
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		

Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,221,138.00	X	5A, 5C, 5D, 5E

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

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

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

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

Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore the Women's Academy of Excellence, (HS 08x282) [in compliance with the Section 1118 of Title I, Part of the No Child Left Behind (, is responsible for creating and implement a parent involvement policy to strengthen the connection and support of student achievement between our 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 Advisory Council, as trained volunteers and welcomed members of our school community. The Women's Academy of Excellence will support parents and families of Title I students by:

1. providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
2. 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;
3. fostering a caring and effective home-school partnership to ensure that parents can effective support and monitor their child's progress;
4. providing assistance to parents in understanding City, State and Federal standards and assessments;
5. sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

6. 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 our school community;

7. To provide workshops based on parent needs and interests to enhance their professional, personal lives and to assist them in that goal for their children;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Education 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 to schools to promote parent involvement, including family literacy and parent skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-parent compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. 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 for Family Engagement and Advocacy (OFEA);
- 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 assist 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 State School Report Card, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual 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 education 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; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student's academic skill needs and what parents can do to help.

The Women's Academy of Excellence (08x282) will further encourage school-level parent involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;

- supporting or hosting OFEA District Family Day events
- establishing a Parent Resource Center or lending library, instructional materials for parents.
- hosting events to support men asserting leadership in education for their children, parents/guardians, grandparents and foster 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; and
- 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

Required of all schools

May be last years but must be updated

Section II: School-Parent Compact

The Women's Academy of Excellence (08x282), [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and families. The Women's Academy of Excellence (08x282) staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

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 State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by high 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;
- conducting quarterly parent-teacher conferences of at risk students after the distribution of report cards during which the individual child's progress is discussed along with any interventions that may be necessary to aid the child attaining promotion to the next grade;
- convening a Title I Parent Annual 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, child care or home visits 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 to 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;
- providing parents with information regarding events up to the information to parents/guardians via school messenger telephone system;
- 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 interpretations services in order to communicate with limited English speaking parents effectively;
- 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. Open School Week);

Provide general support to parents by:

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

Parent/Guardian Responsibilities

- monitoring 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;
- ensuring that my child is consistent in wearing the proper uniform and communicate with school officials if there is difficulty in obtaining the uniform;
- ensuring that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and her age;
- checking and assisting my child in completing homework tasks, when necessary;
- encouraging my child to read and discuss what my child is reading each day (for a minimum of 15 minutes/day);
- setting limits to the amount of time my child watches television, plays video games or is on the computer (unless it is for an assignment/project);
- promoting positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encouraging my child to follow school rules and regulations and discuss this Compact with my child;
- volunteering in my child's school, on field trips, or assist from my home as time permits;
- participating, as appropriate, in the decisions relation to my child's education. I will also:

- communicate with my child’s teachers about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- taking part in the school’s Parent Association or serve to the extent possible on advisory groups (e.g., school or district Title I Advisory Councils. School or District Leadership Team; and
- share responsibility for the improved academic achievement of my child;

Child’s Responsibilities

- attending school regularly, arrive on time and come to school with all required materials (e.g. notebook, pens, pencils, etc);
 - coming to school every day in required school uniform at all times unless permission is given for a school-wide dress down day;
 - completing homework and submitting all assignments on time;
 - following the school rules and being responsible for behavior;
- showing self-respect, and respect for other people and property;

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 08	Borough Bronx	School Number 282
School Name Women's Academy of Excellence		

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 Dr. Arnette Crocker	Assistant Principal type here
Coach NA	Coach NA
ENL (English as a New Language)/Bilingual Teacher Tanya Stewart	School Counselor Najah Taylor
Teacher/Subject Area Therisa Campbell/English	Parent Shaunte Williams
Teacher/Subject Area Ericka Blake/Sped	Parent Coordinator Sonja Burns
Related-Service Provider Susan Ramlal	Borough Field Support Center Staff Member
Superintendent Carron Staples	Other (Name and Title) type here

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	342	Total number of ELLs	32	ELLs as share of total student population (%)	0.00%
--	------------	----------------------	-----------	---	--------------

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	32	Newcomers (ELLs receiving service 0-3 years)	18	ELL Students with Disabilities	8
SIFE	7	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	8

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	18	5		6	1		8	0		0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										1	6	4	1	0
Chinese														0
Russian														0
Bengali										2	4	0	0	0
Urdu														0
Arabic										8	4	2	0	0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	5	0	0	0
Geography	0	0	0	0
US History and Government	1	0	0	0
LOTE	1	0	1	0
Government	0	0	0	0
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 Women's Academy of Excellence utilizes baseline readings, writing assessments, performance series assessments, and periodic assessments to assess students literacy skills. We use these results to gather and analyze these assessments in grade and departmental meetings and use the data to promote learning strategies. The data shows that our ELL's struggle in reading and writing. Also we use the results of the NYSITELL, Spanish Lab, NYSESLAT to determine literacy levels in native language and measure language acquisition progress of the second language. Results revealed that the majority of the ELLs whose first language is Arabic are literate in that language (excluding ELLs with IEPs).
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The amount of ELL's has doubled in one year and the data patterns show a steady gain of students scoring Expanding on the NYSESLAT. In 2014, 2 ELLs tested Proficient on the NYSESLAT, while last year in 2015, 2 students achieved a Commanding score. Also, in 2014 50% of the students tested at the Advanced level. The data reveals that ELLs are testing out of ENL every year. According to the data, students are progressing from the Entering level towards the Emerging, Transitioning and Expanding levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 Data patterns across proficiency levels indicates that students are progressing. Data also reveals that proficiency in speaking and listening is being achieved more quickly than reading and writing. Patterns across the NYSESLAT Modalities inform reading and writing instruction. There is an emphasis on the common core standards and providing students with the reading comprehension strategies and writing skills needed for college. Also, the school goal for the year is "literacy across the curriculum through reading, writing, and speaking." Therefore all instructional tasks must be aligned with this goal. Most of the ELL's are earning their credits, however they're having difficulty passing their Regents. The AMAO tool will be used to implement a plan of action such as lunch tutoring and Saturday School for Regents prep.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?

- 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?
 - a. Patterns across proficiencies show an increase in speaking and listening while there is a stagnation in reading and writing. Across three years students have remained at the same proficiency levels in reading and writing. One student took the Comprehensive English Regents but didn't pass. Five students took the Integrated Algebra Regents and one student passed. Five students took the Living Environment Regents and two passed. Five students took the Global History Regents and none passed. One student took the Spanish Regents and passed. One student took the U.S. History & Government Regents, but didn't pass.
 - b. All English teachers are using the Engage NY Curriculum and content area teachers are incorporating language objectives into their lessons. To prepare for Regents exams we offer Saturday School and lunch tutoring. Teachers will be given the 6.0 hours on meeting the needs of ELLs for professional development. Teachers are using graphic organizers, scaffolding, modeling, self reflection and peer editing. Department Teams and Grade Team meetings have discussions on how to move ELLs and designated what strategies can be utilized across the curriculum.
 - c. From the Periodic Assessments our school is learning that some ELL students are progressing towards meeting the state standards, however there are many who need additional support in the classrooms.
- 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*.]
N/A
- 6. How do you make sure that a student's new language development is considered in instructional decisions?
At Women's Academy of Excellence , the ELLs' second language development is imperative in all instructional decisions. The New CR-Part 154 is being implemented across grades. Our goal is provide access to mainstream, grade-level content; and to promote the development of English language proficiency. Teachers are utilizing Engage NY. Students have access to classroom libraries that include literature and resources in their native languages as well as glossaries and bilingual dictionaries. Teachers share their best practices in providing support for ELL's. Also, teachers provide translated materials and scaffolding and students are allowed to use their native language for support.
- 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the target language?
 - b. What is the level of language proficiency in the target language for EPs?
 - c. How are EPs performing on State and other assessments?
 N/A
- 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
The success of ELL programs is based on testing proficient on the NYSESLAT as well as progress identified on other assessments including periodics and Regent exams.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide*, *ELL Identification* section.
The identification process at The Women's Academy of Excellence involves collaboration between the ELL Coordinator Ms. Stewart and the Parent Coordinator Ms. Burns. ELL's and their parents/or guardians new to our school are welcomed by the ELL Coordinator, Parent Coordinator and guidance counselor. The Home Language Identification Survey is given to parents by the ELL Coordinator. Also, the ELL Coordinator performs an informal oral interview. Over-the-phone interpretation services are available through the DOE's Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. Once a student is determined to need ESL services they are given the NYSITELL within the first 10 days of school. All new entrants whose HLIS responses indicate a home language of Spanish and who are newly identified as ELLs based on NYSITELL results must be administered the Spanish LAB at the time of initial enrollment (or reenrollment) during the same 10-day testing window.
Based on the scores on the NYSITELL, the students are placed in the appropriate level of ENL. When NYSESLAT scores are available in mid-late August, the ENL Coordinator as well as counselors and other support staff program ENL course(s) based on the proficiency level on the NYSESLAT. Also, teachers use specific competency scores (i.e. Speaking, Listening, Reading, and Writing) to differentiate instruction in the classroom.

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).
Baseline assessments, informal oral observations by teachers, age and years of schooling are used to identify SIFE students within 30 days of enrollment.
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).
If a student with an IEP whose home language is other than English, the LPT which consists of the ELL Coordinator Ms. Stewart and the Special Education Coordinator Ms. Blake review evidence of the student's English language developments. The LPT recommends that the student take the NYSITELL to determine ELL status. If student needs ESL the parent is notified through an entitlement letter in parent's home language if needed. If the LPT recommends that the student not take the NYSITELL then the recommendation is sent to the principal for review. If the principal determines that student should not take the NYSITELL the principal's determination is sent to the superintendent for review. The parent or guardian is notified within 3 days of the decision. Upon review if the superintendent determines the student shouldn't take the NYSITELL the parent is notified and the ELL identification process is terminated. This happens in 20 days.
4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.
After a student is given the NYSITELL and her score is confirmed on the RLCB in ATS, Ms. Stewart generates an entitlement letter or non-entitlement letter to the parents in their preferred language within five school days.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).
The parents of newly admitted students whose scores on the NYSITELL indicate that they are ELLs are given an orientation. During the orientation given by Ms. Stewart they are also informed of their right to appeal the ELL status within 45 days of enrollment in the school. These letters are kept in the students 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.
The school hosts two ELL parent meetings. One meeting is done in the Fall and the second meeting is conducted in the spring. The Fall meeting is conducted during Chancellor's Family Night. There are several structures in place to ensure that parents understand all three program choices offered. After the NYSITELL is administered and it is determined that the student is eligible for ENL services, the ENL entitlement letter is sent to the family in their native languages. Parents are called inviting them to the school for the Parent Orientation Meeting. During the orientation, Ms. Stewart the ENL Coordinator shows the Orientation video in their preferred home language or English. The orientation sessions are personalized in the parent's home language through the DOE Translation Unit or by school staff. After watching the video, parents have the opportunity to ask questions about program choices before completing the Program Selection Form in their native languages. The Program Selection Form is administered and the parents will be explained their rights. Ms. Stewart explains that Freestanding ESL is the only program offered at our school. Parents who have chosen a TBE/DL are contacted and informed that once it becomes available in the school, they will be notified directly by our staff. If a parent doesn't return a survey the bilingual program is the default placement. Also, parents meet our Parent Coordinator, Ms. Burns when registering.
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.
After parents are informed of all three program models at the parent orientation, Ms. Stewart provides parents with a Parent Survey & Program Selection Form in the parents' preferred language. This allows parents to indicate their program choice. Usually parents complete these forms in the presence of the ENL Coordinator and hand them in immediately. If a parent needs to take the form home, the ENL Coordinator does her best to ensure the parent returns it completed and signed within 5 calendar days. If the parent does not return the form within 5 school calendar days, the student must be placed in a bilingual program if one exists at the school, otherwise, the student is placed in ENL. The ENL Coordinator documents the attempts to gather the initial parent selection preference and documentation is maintained and kept by the ENL Coordinator. Phone calls are made to remind parents to return the form as soon as possible.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
The completed surveys are filed and maintained by the ELL coordinator.
9. Describe how your school ensures that placement parent notification letters are distributed.
The placement letters are sent home with the students in the parent's preferred language as soon as the scores on the NYSITELL indicate that the student is an ELL. Also, Ms. Stewart mails a copy home.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All documentation is filed in students' cumulative folders in the record room. The ENL Coordinator also keeps copies of documents in yearly binders in his office.

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

The eligibility to take the NYSESLAT is determined using RLER on ATS. In order to ensure that all the four components of the NYSESLAT are administered, a schedule is generated for each modality of the NYSESLAT. All ELLs appearing on the RLAT on the ATS report are programmed for the appropriate ENL classes. During the testing administration, several periods are blocked off during the day in specific locations for students to take the NYSESLAT. The periods are blocked off based on the students' corresponding ENL classes and to set aside the appropriate amount of time needed for the exam. Teachers distribute schedules to the students to remind them of the time and place where they will be taking the exam. Letters are subsequently sent home to inform parents of their child's NYSESLAT schedule. For students who are LTA (Long Term Absentees), further home contact is performed to ensure that they arrive on the days of the exam. Finally, LTAs' are flagged so they would be escorted to the testing location. The exams are ordered according to the needs of the students. A schedule is created to allow each student the opportunity to take the exam. The teachers support the administration of the exam.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The ELL teacher and Parent Coordinator collaborates and disseminate the information to the parents through a mass mailing in the parent's preferred languages. The ENL Coordinator also makes phone calls as needed. The parent coordinator includes a copy of a translated report card with the original report card.

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).

According to the Parent Survey and Program Selection forms over the past years, the majority of parents requested the freestanding ENL instructional program. The program model at Women's Academy of Excellence is aligned with the preference parents have requested for the Freestanding ENL program. Based on parents' preference our school will continue to have Freestanding ENL.

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.

In grades 9-12 the school utilizes a Freestanding Esl program model. The classes are ungraded and heterogeneous. The Esl teacher teaches standalone ENL 3 periods a day, 5 times a week. During Freestanding Esl, targeted instruction is designed to promote language proficiency and acquisition of academic language. The majority of the ELL students are placed in a collaborative team teaching class to provide for enhanced support in their classes.

- 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)?

To meet the units of study requirement as in the New CR-Part 154, the school programs ELLs based on their level of English Language Proficiency (according to the NYSITELL and/or NYSESLAT results). Students are therefore placed in Entering, Emerging, Transitioning and Expanding classes appropriately. Entering students receive 540 minutes of ENL instruction, Emerging and

Transitioning students receive 360 minutes and Expanding students receive 180 minutes. The ELL student's program is reviewed with the Esl teacher to schedule Freestanding classes according to the ELL student's proficiency levels.

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.

Content area instruction is delivered in English with differentiated instruction to meet the needs of all levels of learners. Teachers have been trained in Sheltered Instruction Observation Protocol (SIOP). It is the expectation that all teachers use this model to inform instruction especially when engaging ELL's. Teachers also use other instructional strategies such as graphic organizers, visual aids, and relating content to students' lives.

4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

ELLs at Women's Academy of Excellence are evaluated in their native languages throughout the year in several ways. ELLs have the opportunity to take Regents Exams in their native languages. To ensure that they are appropriately evaluated, a pedagogue fluent in the native language grades the Regents exam. ELLs are also encouraged to make use of native language glossaries, word-to-word dictionaries and bilingual dictionaries in their content-area classes. Since we have a Freestanding Esl program, all assessments and evaluations are in English.

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

The curriculum that we have for the ELLs aligns with NYS ENL Standards and Engage NY ELA curriculum. Our assessments (ex. NYSESLAT, formative, etc.) focus on the modalities that the students need to improve to prepare them for the NYSESLAT. The mission of the school is literacy across the curriculum through listening, reading, writing, and speaking so teachers incorporate the four modalities in their lesson plans across content areas. Periodic assessments are given every 6 weeks and reflect the four modalities.

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

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

a. Students identified as SIFE are given extra academic support through 45 minute lunch tutoring. Students also receive social and academic support from their guidance counselor. Also, Esl teacher support is provided.

b. Students identified as newcomers are provided support by the Esl teacher and 45 minute lunch tutoring.

c. ELL's receiving services for 4-6 years are provided support from the Esl teacher specifically targeting those areas on periodic assessments and the NYSESLAT which identify need of improvement.

d. Long-Term ELL's will be provided targeted assistance based on need identified on the NYSESLAT. Guidance support will also be scheduled for all long term ELLs.

e. Former ELL's will be provided extra academic support through 45 minute lunch tutoring.

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.

Students schedule of classes will not be interrupted during this process. Once the process is over the student's schedule will be altered accordingly.

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 differentiated instructional strategies as well as ESL strategies such as scaffolding, schema building, accessing prior knowledge, vocabulary building, using graphic organizers, and self and peer monitoring. Our teachers focus on grammar, reading, writing, listening, and speaking skills through content. By using the content-based approach to language learning, ELL-SWDs gain content knowledge while accelerating their English Language Development. Adapted texts would be used as well. ELL's with special needs will have their needs addressed through required mandates on their IEP's or 504 accomodation plans. Also students will receive modified and scaffolded instruction to meet their needs. We use ENL strategies such as differentiated instruction, visuals, technology, accountable talk and small group instruction. In addition all the teachers of ELL-SWD have access to their students' IEPs through our on-line school Skedula program that gives detailed information for each student.

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?

Various tools such as ATS, SESIS and Skedula are used to research each ELL-SWD's biographical information, exam history, and IEP information. The ELL Coordinator and The Special Education Department work together to create the least restrictive and most

Chart

learning-conducive environment for every child. Individualized Educational Plans (IEPs) are reviewed and updated annually. If an ELL-SWD's IEP states that the student needs accommodations, the teachers are made aware and these accommodations are strictly enforced.

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*
	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

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



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

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

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

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

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

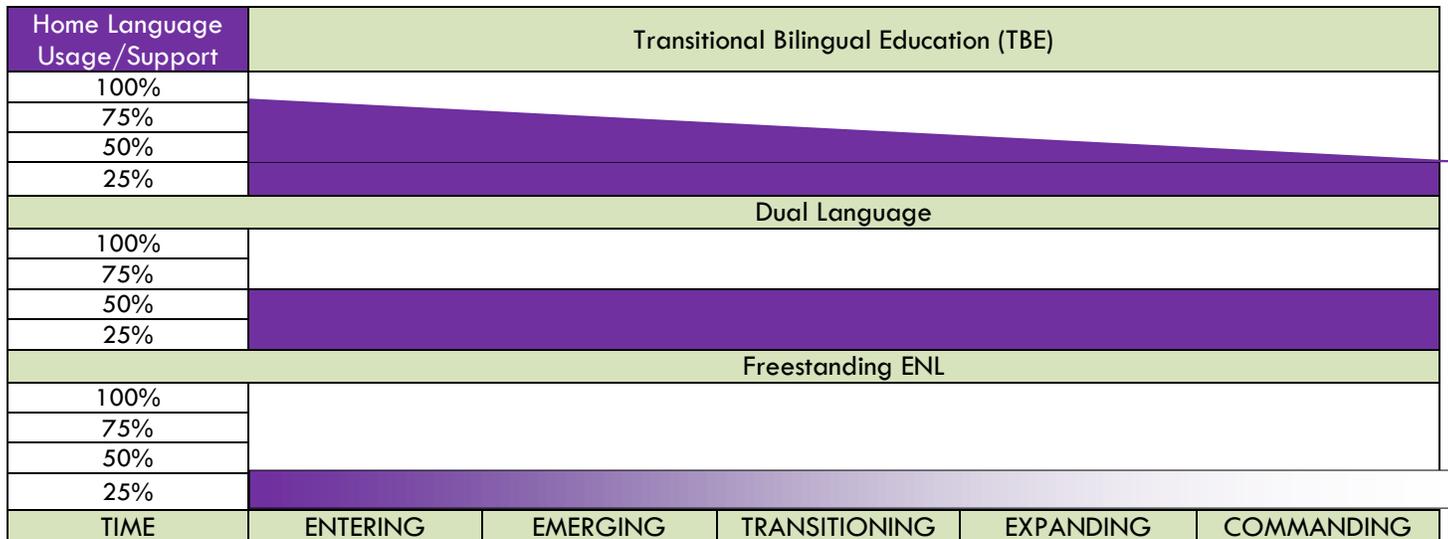


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. The targeted academic intervention program at Women's Academy of Excellence is credit recovery and Regent's Prep. The ELL subgroups targeted are newcomers and SIFE ELLs. Tutoring will also be offered on Saturdays from 8:30 am to 3:00 pm. The courses that are offered on Saturdays are English, Integrated Algebra, Geometry, Chemistry, Living Environment, Global History and U.S. History. Also, lunch tutoring is available with content area teachers. The purpose of our lunch tutoring is to bridge the gaps in their understanding. They receive academic support in a variety of content areas while building their English language skills. In order to maximize the effectiveness of the lunch tutoring, we have a small student/teacher ratio. This allows the teachers to work more closely with each ELL, tailor instruction according to each student's needs and foster academic skills and content-area knowledge necessary to pass their classes.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
Our current program is effective as it meets the needs of our ELLs in content and language development through providing differentiation in the classroom. All teachers are given a listing of ELLs. The stand-alone ENL classes will help accelerate language learning in content-area classes. The students will learn content and develop academic language at the same time.
12. What new programs or improvements will be considered for the upcoming school year?
Program considerations for next year will include grouping ELLs for each grade level in the same class.
13. What programs/services for ELLs will be discontinued and why?
Currently there are no programs or services that will be discontinued next year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
ELLs have access to all school programs and course offerings at Women's Academy of Excellence. Lunch tutoring is Saturdays by ENL, Foreign Language and content area certified teachers. At tutoring, ELLs have the advantage of small-group instruction and one-on-one attention in the least restrictive environment using relevant materials and technology. ELLs are also encouraged to participate in campus wide activities and sports teams. ELLs are notified of all school programs in the same manner of which the general population is notified. Tutoring is offered to all students is recommended to those students who would benefit.
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.
Our English classes have an array of high interest/low level books in English. We are also focusing more on non-fiction and informational texts. Dictionaries and glossaries have been ordered in the identified languages of the ELL population. Also, Smart Boards and laptops are utilized. Our teachers use and adapt realia in the form of newspaper articles, magazines, advertisements, film, music, and educational television programs, which they adapt for instruction and effective skills building. At all levels of English proficiency, teachers incorporate literature, both abridged and unabridged classics. At the Transitional level, the focus is on original texts from a variety of genres.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
ELLs at Women's Academy of Excellence speak 3 native languages which are Spanish, Bengali, and Arabic. We value our students' native languages as a powerful resource in the instruction of adolescent ELLs. Acknowledging the students' native languages helps keep their cultural identities intact, boosts their self-esteem, and in general, empowers them. Our teachers, whenever applicable, access students' prior knowledge and make connections between students' native languages and English. This enables our educators to use comparative linguistics and build students' metacognitive awareness. Such native language support is deliberately incorporated into daily lessons, elevating teaching to higher cognitive academic levels. Buddies systems are used in our classrooms where a high performing student who speaks the same native language is asked to assist a fellow student who is new or struggling. Glossaries and word-to-word dictionaries in various native languages are also used in our classrooms. Native language is supported by books and resources in their native languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
ELLs are grouped heterogenously. While providing required services, we make sure that such services and resources are high-school level, age and grade appropriate and are aligned with the NYSCCLS. All lesson plans are aligned with the Common Core.
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).
Women's Academy of Excellence assist newly enrolled ELLs before the beginning of the school year by inviting them to our annual Orientation event in order for prospective new ELLs, along with other students, can learn about our programs, traditions, and extracurricular activities. In the Fall, guidance counselors typically visit "feeder schools" and engage in articulation. They meet new ELLs, among other potential freshmen, assess their programming needs and inform them about their new high school preparing them for the transition. In addition, our new ELLs, together with other freshmen, are invited to participate in the Orientation activities held just before the beginning of the academic year.

Any newly admitted ELL during the year is welcomed by the ENL Coordinator and Parent Coordinator. They serve as mentors and help students settle down in our school. Newly enrolled ELL's are invited to attend our school orientation over the summer where they are introduced to some school staff and given information about the school activities and programs.

19. What language electives are offered to ELLs?

Spanish is the language elective that is offered to ELL's.

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.)

School based personnel is offered various professional development opportunities throughout the year and the School Development Team provides professional development for all teachers. These workshops are developed with Administrator support. Attendance at these training sessions is mandatory and attendance is monitored. The sign-in sheets are kept by the ENL Coordinator. Follow-up workshops are offered to assist faculty in realizing their full potential both in teaching ELLs and providing support services for them. They monitor the attendance of teachers and support staff. Also, ELL personnel is allowed to attend outside professional development.

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?

Professional development is offered to teachers of ELL's through the School Development Team. The SDC sends members to professional development sessions and the information acquired is turn-keyed to all teachers. Our Assistant Principal also attends the city-wide and network cluster workshops in order to take the lead in addressing current ELL-related issues.

3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ELL students are paired in classes (when possible) with students from the same country. They are also invited to attend "Lunch" time tutoring. Content based glossaries are made available in each class to serve as a resource. School leadership has created our school's Professional Development plan for ELLs to encourage all staff to be sensitive to the needs of our transitioning ELLs (i.e. The silent period). School leadership also meets with counseling staff about the programming needs of ELLs and the group counseling sessions that are provided to our ELLs.

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.

The school has included into the Professional Development Plan 6 hours of professional development over the course of the school year. The plan includes a 3 hour workshop session on Election Day and three follow up sessions on the UFT Monday allocated PD. Women's Academy of Excellence School provides professional developments to all teachers and administrators that specifically address the needs of English language learners. To meet the minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 154, the school has dedicated PDs to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Also, for the English as a new language teacher, a minimum of fifty percent (50%) of the required professional development hours are dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners.

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?

At Women's Academy of Excellence we value parents and we know that they play a vital role in the success of their children. We target the parents of our ELLs for participation in various activities: parent workshops, orientation events for the parents of new students and Family Night to make parents aware of the opportunities available to their children. The ENL coordinator then chooses a date and time as supplied by the parents and topics such as: Understanding Transcripts, Types of Exams and The Importance of Testing out of ENL will be discussed at the meetings. Interpretation could come from pedagogues or the translation unit of DOE. The ELL parents are invited to all PTA meetings and a segment of the PTA/SLT agenda addresses ELL families.

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.

To ensure that parents' needs are met, records for all annual individual meetings as well as outreach are kept in a binder with sign-in sheets and agenda. The records for ELL families are kept and maintained by the ELL coordinator.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. The number of ELL students doubled this year and the first activity planned to welcome the parents was a school culture workshop and an ELL compliance workshop. The parent coordinator plans to host a panel/food fair that includes former students and their families. This will allow current families to potentially obtain support and knowledge from former families.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
No

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

The parents are given a parent survey to complete (it is typically included in the first report card mailing for the Fall semester). The survey is reviewed and a calendar is created highlighting workshops designed to address the concerns identified in the survey.

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

Parental needs and concerns are heard and addressed during the ELL parent meetings, phone calls, emails and letters in the parents preferred languages. Teachers use Skedula to communicate with parents.

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.

Part VI: LAP Assurances

School Name: <u>Women's Academy of Excellence</u>		School DBN: <u>08X282</u>	
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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: 08X282

School Name: Women's Academy of Excellence

Superintendent: Carron Staples

Before you begin, please check the following:

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

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

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

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

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

The school will first assess the needs of new students entering the school system by conducting the ELL identification process. This allows us to know the students native languages and inform us of what needs to be translated. For information on students who aren't ELL's their Home Language Identification Survey can be found in ATS under biographical information. Emergency contact cards are also utilized to assess language preferences.

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

Our parent's preferred languages for both written and oral communication are Spanish, Bengali and Arabic.

Part B: Creating a Communications Calendar

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

Report Cards: November 19- November 20, 2015, March 10th- March 11th 2015 and May 10th 2015
Monthly Newsletter
Scholar Handbook - October 2015
Parent Handbook - September 2015
Parent Letters

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

Rose Ceremony September 2015
Family Night - September 30, 2015
Parent Teacher Conferences - November 19- November 20, 2015, March 10th- March 11th 2015 and May 10th 2015
Parent Teacher's Association
School Leadership Team Meetings

Part C: Providing Language Assistance Services

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

The school translates all documents that is disseminated to our scholar's families. For oral translation staff members are identified who can provide interpretation services. The school ensures that a bilingual staff member is available for all school functions where parents will be attending. We consult the school's calendar and the DOE's calendar to determine dates, programs and activities where written or oral translation is required. Written translation will be provided by the Translation & Interpretation Unit.

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

Oral interpretation will be provided on site by staff members who are bilingual. Usage of the DOE interpretation service will be provided to communicate with parents for those languages not spoken by staff members.

Part D: Training Staff on Policies and Procedures

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

Staff members will be made aware of how to use translation services and the over-the-phone interpretation service through the T & I Brochure and the Language ID Guide during staff meetings.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

Our school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

Part F: Monitoring and Quality Control

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

Our school will provide each parent whose primary language is a covered language and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.