



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: ACADEMY OF URBAN PLANNING

DBN (i.e. 01M001): 32K552

Principal: KYLEEMA A. NORMAN

Principal Email: KNORMAN3@SCHOOLS.NYC.GOV

Superintendent: TAMIKA MATHESON

Network Leader: MALIKA BIBBS

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor's Regulation A-655, available on the NYC DOE Web site.

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature**.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Kyleema Norman	*Principal or Designee	
Irving Estella	*UFT Chapter Leader or Designee	
Joanette Sowell	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Brossia Gassama	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Dale Donaldson	Member/ Parent Coordinator	
Johnny Alicea	Member/ Teacher	
Aisling Roche	Member/ Teacher	
Yvette Richardson	Member/ Parent	
Santra Gonzalez	Member/ Parent	
Joannette Sowell	Member/ Parent	
Liana Jnorose	Member/ Student	
Amanda Singh	Member/ Student	
Laura Waxman	Member/ Student	
Natalie Pardo	Member/ Teacher	
Jocelyn Perez	Member/ Student	
	Member/	
	Member/	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

School Comprehensive Education Plan (SCEP) Requirements

Which Schools Need to Complete the SCEP?

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the SCEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 14 and 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
 1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
 2. School Leader Practices and Decisions
 3. Curriculum Development and Support
 4. Teacher Practices and Decision
 5. Student Social and Emotional Developmental Health
 6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school's needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use

of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.

- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school's priorities.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page (TIP) located on page 13 of the SCEP.

SCEP Checklist

All Schools

Indicate that a section has been completed by marking an "X" in the box to the left of each section
School Leadership Team Signature Page
The SCEP Overview
Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
▪ A major recommendation with HEDI rating
▪ Statement Of Practice (SOP) selected aligned to the goal
▪ A goal aligned to the major recommendation
▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
Parent Involvement Policy (PIP)

School Information Sheet for 32K552

School Configuration (2013-14)					
Grade Configuration	09,10,11,12	Total Enrollment	313	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	21	# SETSS	N/A	# Integrated Collaborative Teaching	33
Types and Number of Special Classes (2013-14)					
# Visual Arts	18	# Music	2	# Drama	N/A
# Foreign Language	12	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	79.5%	% Attendance Rate			78.3%
% Free Lunch	81.7%	% Reduced Lunch			1.8%
% Limited English Proficient	29.1%	% Students with Disabilities			21.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.3%	% Black or African American			25.3%
% Hispanic or Latino	72.2%	% Asian or Native Hawaiian/Pacific Islander			1.0%
% White	1.0%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	1.52	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			2
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			16.7%
% Teaching with Fewer Than 3 Years of Experience	24.1%	Average Teacher Absences			4.7
Student Performance for Elementary and Middle Schools (2012-13)					
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 (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			50.9%
6 Year Graduation Rate	69.9%				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			X
Priority School					

Accountability Status – Elementary and Middle Schools

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
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 (2011-12)				
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 (2011-12)				
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 (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
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			

SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

Reflecting upon the 2012-13 SCEP

Answer the following questions regarding the 12-13 SCEP							
Describe the strengths of your school's 12-13 SCEP.							
Grade teams were a useful tool for focusing on target populations. Weekly attendance meetings have also been effective for communicating student issues and forming action plans.							
Describe the areas for improvement in your school's 12-13 SCEP.							
Development and revision of curricula were less productive than had been previously planned. More time has been allocated for this work. Additionally, Skedula will be used in lieu of Teacherease to streamline teacher reporting.							
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.							
The challenges were that I became principal in February 2013 and had to revamp the SCEP based on my instructional vision. At this point in time monies were spent in areas other than the vision I had set forth by my predecessor. I expanded Academic Intervention Services and implemented more community building activities.							
Describe the degree to which your school's 12-13 SCEP was successfully implemented.							
I was able to address Academic Intervention, build school community, but we didn't implement online grading and notification 100% for students and parents.							
Were all the goals within your school's 12-13 SCEP accomplished?				<input type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
If all the goals were not accomplished, provide an explanation.							
Four months wasn't adequate time to meet all the goals set forth 100% I attempted to implement, but due to the lack of time, 6 month time loss because I wasn't the principal until February 2013 , I wasn't able to see all projects fully implemented.							
Did the identified activities receive the funding necessary to achieve the corresponding goals?				<input checked="" type="checkbox"/>	Yes	<input type="checkbox"/>	No

Developing the 2013-14 SCEP

Answer the following questions regarding the 13-14 SCEP				
Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.				
Classroom observations by administration and meetings between team leaders and administration will be time consuming. With only one principal and one F-status assistant principal, time is a limited resource that must be allocated wisely.				
List the 13-14 student academic achievement targets for the identified sub-groups.				
Students will earn 10 or more credits by June 2014. Students will increase their overall attendance 5% by June 2014. Students, who are in need of regents, will pass 2 required exams by June 2014.				
Describe how the school leader(s) will communicate with school staff and the community.				
School leaders will utilize mass emails to regularly communicate with school staff. The school website, email, and text messaging will be used to reach parents and other community members.				
Describe your theory of action at the core of your school's SCEP.				
Having a single instructional focus for the school year and effectively communicating it to the entire school community will bring school stakeholders together on common ground.				
Describe the strategy for executing your theory of action in your school's SCEP.				
Promoting a clear and singular focus should build unity among stakeholders thereby leading to achievement of goals.				
List the key elements and other unique characteristics of your school's SCEP.				
1 Principal will set a singular instructional goal for school that will shape instruction and foster student achievement.				
2 Professional learning will be continuous throughout school year.				
3 Teachers will use assessment data to inform instructional decision-making in classroom.				
4 Programs and activities will be implemented to address social and emotional growth of student body.				
5 School will take steps to improve communication with parents about academics and extracurricular activities.				
Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.				
All activities delineated in SCEP are associated with personnel currently working in the school. Funding for said activities is available and accounted for.				

Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating (“H” = Highly effective, “E” = Effective, “D” = Developing, “I” = Ineffective, “NA” = Not Applicable).							
“Lack of consistent opportunities for all learners to engage in productive learning struggle hinders students’ ability to take ownership of their own learning and produce meaningful work.”							
Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D

Tenet 2: School Leadership Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
X	2.2 School leader’s vision	X	2.3 Systems and structures for school development
	2.4 School leader’s use of resources	X	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
Through the implementation of a clear instructional focus and ongoing professional development, teachers will improve their practice resulting in 75% of teachers being rated Effective in Domain 3 of the Danielson Teacher Effectiveness Rubric.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
Strategy – Administrators will prepare teachers for new evaluation expectation by strategically implementing Danielson.
<ol style="list-style-type: none"> 1. Activity - Department Teams meet weekly to discuss the implementation of best practices using Danielson as a framework for teaching and review evidence of their practices in their classes to adjust their pedagogical strategies. (SOP 2.2 & 2.3) 2. Activity - Administration meets with department leaders monthly to discuss the implementation of Danielson and Common Core, provide feedback of meetings/strategies and establish upcoming agendas. (SOP 2.2 & 2.5) 3. Activity – Staff will participate in professional development with Ramapo for Children to reflect upon best practices and identify ways to shift teaching practices. (SOP 2.2)
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Teachers will collaborate by department with f-status AP, AP Intern and the Guidance Counselor. 2. Principal, alongside AP intern, will meet with Department Leaders, Grade Team Leaders, AP Intern monthly. 3. Secretary will make arrangements with Ramapo for Children.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. 80% of teachers will have improved their practice as measured by an increase in one level in the Danielson Rubric. 2. By the end of the school year, administration will be able to observe department teams working independently to implement Common Core tasks and reflect upon their effectiveness with aid of Danielson framework. 3. Teachers will have attained more tools for improving instruction as demonstrated by an improvement in any of the components of Domain 3.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. Each month, teachers will focus on a domain 3 component from Danielson to view videos from ARIS Learn and review artifacts/evidence as well as conduct inter-visitations. 2. Meetings will be scheduled once per month to ensure that the monthly goals take place. 3. Ramapo for Children activity will be scheduled for the spring term for teachers.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Department teams meet once per week during common planning time. Program must be arranged to allow for common planning time, Tax Levy, Priority Focus. 2. Administration meets with department leaders once per month during common planning time, No Cost. 3. Ramapo for Children fee must be paid plus transportation costs for group and ASCD Conferences will be in attendance by staff and faculty, Priority Focus.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
List any additional fund sources your school is using to support the instructional goal below.											
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.											
	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core				
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement				
	PF Positive Behavioral Management Programs				PF RTI		X	PF Supporting Great Teachers & Leaders			

Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).											
"Continue to revise curriculum maps to incorporate key standards and rigorous tasks that are aligned with the CCLS to provide students with consistent opportunities for critical thinking." (1.1)											
Review Type:	DQR	Year:	2013-2013	Page Number:	4	HEDI Rating:	D				

Tenet 3: Curriculum Development and Support

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.											
X	3.2 Enact curriculum	X	3.3 Units and lesson plans								
X	3.4 Teacher collaboration	X	3.5 Use of data and action planning								

Annual Goal #2

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.											
By June 2014, 100% of teacher teams will engage in analyzing student work samples and assessing data to make adjustments in their teaching practice resulting in 65% of students earning 10 or more credits.											

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.											
A. Strategies/activities that encompass the needs of identified subgroups											
Strategy – All teachers will participate in professional growth communities that shift teaching practices.											
1. Activity – Inquiry/Curriculum Review teams meet weekly to look at writing samples of students through the lens of Common Core Writing rubrics to develop strategies to address learning gaps. (SOP 3.4 & 3.5)											
2. Activity - Teacher pairs meet twice a week to modify lesson plans and assessment with CCLS. (SOP 3.3 & 3.4)											
3. Activity – Teachers work with students after school and on Saturdays to supplement the enactment of curriculum. (SOP 3.2)											
4. Activity – Teachers will partner with Center for Urban Pedagogy to increase student engagement. (SOP 3.2)											
B. Key personnel and other resources used to implement each strategy/activity											
1. Teachers will collaborate by grade along with the Guidance Counselor, AP Intern, f-status AP and/or Network Instructional Coach.											
2. Teachers will work with push in teacher to align lessons and assessment.											
3. Teachers will work with students during after school program and/or Saturday school.											
4. Center for Urban Pedagogy will work with ELL teachers to design and enact unit plants.											
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity											
1. By June 2014, teachers will have an instructional plan in place to assist the needs of writing for all subgroups of students in our school.											
2. 60% of the lesson plans will increase their HEDI level by one level in domain1e: planning and preparation from the original to the modified lesson.											
3. 65% of students will earn 5+ credits each semester											

4. Student scholarship of ELL classes will increase from previous term.
- D. Timeline for implementation and completion including start and end dates**
1. Teachers will meet after school and during common planning time to review student work.
 2. Teachers will meet throughout the school year.
 3. Teachers will continue to meet with students after school and on Saturdays.
 4. Center for Urban Pedagogy will partner with teachers for duration of school year.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Curriculum Review team comprised of 4 teachers meets for one hour x 12 sessions at the per session rate including a supervisor, Priority Focus.
 2. Teacher pairs will meet during common planning time.
 3. Five teachers meet with students for 2 hours after school x 45 weeks at the per session rate; Saturday school program is \$1300 per Saturday, Priority Focus, Tax Levy
 4. Center for Urban Pedagogy charges \$3200 as well as Make the Road for a college student counselor, Tax Levy, Priority Focus.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants

List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
		PF RTI	PF Supporting Great Teachers & Leaders

Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Continue to align assessments to curricula and ensure that common assessments in all subjects are consistently used to adjust curriculum and instruction." (2.2)

Review Type: DQR	Year: 2012-2013	Page Number: 5	HEDI Rating: D
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Tenet 4: Teacher Practices and Decisions

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

x	4.2 Instructional practices and strategies	4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture	X 4.5 Use of data, instructional practices and student learning

Annual Goal #3

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

Teachers will review curricula on a regular basis to ensure assessments and instruction are properly aligned with objectives. Additionally, mock regents will be administered to better prepare students and collect data for informed decision-making.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Activity – Curriculum review team and teacher pairs will meet regularly to plan and revise curricula. (SOP 4.5)
2. Activity – Subject area departments will administer mock regents exams prior to state exam. (SOP 4.5)

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers will collaborate in a team or in pairs with support from AP Intern, f-status AP and/or Network Instructional Coach
2. Teachers will administer mock regents exams during class time and grade exams after school.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Updates of curriculum maps will be made available throughout the school year.
2. Teachers will use data generated by mock regents exams to inform future lessons and to assess gaps in knowledge. This will result in a 10% improvement of passing rate from the mock regents to the state exam.
D. Timeline for implementation and completion including start and end dates
1. Teacher groups will meet weekly throughout school year.
2. Mock regents exams will be administered once per semester prior to the state exam.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Curriculum Review team comprised of 4 teachers meets for one hour x 12 sessions at the per session rate including a supervisor, Tax Levy, Priority Focus.
2. Teachers will grade subject-specific exams after school at the per session rate, Tax Levy

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.										
x	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core			
	PF ELT	X	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement			
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders			

Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).									
"...guidance supports do not yet ensure that all students, particularly high-need subgroups own their own educational experience."									
Review Type:	DQR	Year:	2012-2013	Page Number:	6	HEDI Rating:	D		

Tenet 5: Student Social and Emotional Developmental Health

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.									
	5.2 Systems and partnerships		X	5.3 Vision for social and emotional developmental health					
X	5.4 Safety		X	5.5 Use of data and student needs					

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, there will be a 5% decrease in the number of Level 2 OORS reports.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1. Activity – Students will participate in a Clearpool trip to build community and promote safety among classmates. (SOP 5.3 & 5.4)
2. Activity – An attendance intervention program will be conducted after school to promote punctuality, improved attendance, and a focus on academics. (SOP 5.5)
3. Activity – Lunch of dialogue will be facilitated once per week with 9 th graders to employ positive methods for dealing with stress and to take a pulse on the student body. (SOP 5.3 & 5.4)
4. Activity – Restorative Justice and peer mediation will address and defuse problems among students in a positive manner. (SOP 5.3 & 5.4)
B. Key personnel and other resources used to implement each strategy/activity

1. Teachers of particular grade levels will chaperone trip.
2. A teacher-mentor will remain after school with students who exhibit frequent tardiness to direct focus on academics and learning rather than discipline code violations.
3. AP intern will spearhead lunch of dialogue meetings and organize bag lunch availability for participants.
4. Restorative Justice representative will conduct professional development with teachers, and 2 teachers will oversee peer mediation program in conjunction with other schools in building.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. There will be a 5% increase in positive responses regarding school safety in the school environment survey.
2. Period attendance will increase by 5%.
3. Small problems among students will be addressed and resolved without further escalation.
4. Students will take responsibility in resolving their own conflicts with the aid of an adult facilitators. These conflicts are resolved through restorative justice or peer mediation channels without further escalation.

D. Timeline for implementation and completion including start and end dates

1. Two overnight trips will occur in each of the fall and spring semesters.
2. Attendance intervention program will take place each day after school for one hour.
3. Lunch of dialogue will occur weekly during lunch period.
4. Parties involved will meet on an as needed basis to diffuse arguments and offer mediation.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Clearpool fees and transportation costs must be paid. This is budgeted as \$12,800 total, Priority Focus, Tax Levy.
2. One teacher-mentor will meet with students each day after school for one hour at the per session rate, Priority Focus, Tax Levy.
3. School lunches must be ordered with school food staff, No cost.
4. Private space must be made available for mediations and other conversations of a sensitive manner. The teacher facilitator may need to conduct mediations after school depending on program availability, Priority Focus.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	Tax Levy	Title IA	Title IIA	Title III	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

	PF AIS	PF CTE	PF College & Career Readiness	PF Common Core
	PF ELT	PF Inquiry Teams	PF NYS Standards and Assessments	PF Parent Engagement
X	PF Positive Behavioral Management Programs	PF RTI		PF Supporting Great Teachers & Leaders

Goal and Action Plan #5 Family and Community Engagement (Tenet 6)

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Major Recommendation

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

"Continue to communicate high expectations to all of the school's stakeholders." (3.4)

Review Type:	DQR	Year:	2012-2013	Page Number:	5	HEDI Rating:	D
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Tenet 6: Family and Community Engagement

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	6.2 Welcoming environment	6.3 Reciprocal communication
X	6.4 Partnerships and responsibilities	X 6.5 Use of data and families

Annual Goal #5

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

The number of parents responding positively to the parent survey regarding the school having high expectations for their children will increase 10% from 2012-2013.

Strategies to Increase Parental Involvement and Engagement

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers, students, and parents will access Skedula to keep abreast of student progress.
2. The school will support a student government with representatives from each grade level.
3. The school will organize various seasonal celebrations to increase parent and student engagement.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, students, and parents will need training to learn how to access and utilize Skedula.
2. A team of teachers will work with students to start a student government which will need funding to organize celebrations and activities for the student body.
3. In conjunction with the parent coordinator, the student government will organize school-wide celebrations throughout the school year.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. In the spring semester, 90% of all teachers will use Skedula to regularly update student progress.
2. The student government will hold regularly scheduled meetings.
3. At least one school-wide celebration will take place per semester.

D. Timeline for implementation and completion including start and end dates

1. Teachers will receive Skedula training in the fall. Students will be instructed how to use Skedula before December 2013. Parents will receive Skedula access through PTA/SLT meetings and at open school nights.
2. The student government will hold elections in the fall and plan activities throughout the school year. Elections will take place in June of 2013 for the following school year.
3. Student government will operate throughout the school year and conclude with elections for the next school year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. The school will purchase the Skedula program and technical support for training teachers and parents Tax Levy.
2. Teachers supervising student activities after school will be paid at the per session rate, Priority Focus.
3. Student government will need funding for its school-wide activities and celebrations, Priority Focus, Tax Levy

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	PF Set Aside	x	Tax Levy		Title IA		Title IIA		Title III		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	PF AIS		PF CTE		PF College & Career Readiness		PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments	X	PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	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.)
ELA	Extended learning time Test prep	Small group and/or one-to-one	After school & Saturday
Mathematics	Extended learning time Test prep	Small group and/or one-to-one	After school & Saturday
Science	Extended learning time Test prep	Small group and/or one-to-one	After school & Saturday
Social Studies	Extended learning time Test prep	Small group and/or one-to-one	After school & Saturday
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Individual/group counseling Crisis management	Small group and/or one-to-one	During school day After school

**Title I Information Page (TIP)
For School Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

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.
More staff has been hired this year to ensure that special population needs are met. During the hiring process, the principal carefully reviews resumes to find the best fit for the school's needs. To retain highly qualified teachers, the principal has prioritized building a school community to encourage a sense of belonging.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
The principal consults network leaders to provide meaningful professional development. A culture of sharing best-practices also brings cohesion and continuous learning to staff members.

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Extended day programs and Saturday school will target students who are in temporary housing and provide snacks for them after school. Peer mediation is a part of our violence prevention plan and service all students.

SWP Schools Only

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.).

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.
A committee of teachers formed at the start of the school year collectively decided upon MOSLs that would be in use throughout the school year. Professional Development will be provided to support via on-site professional development for teachers in analyzing assessment data to inform future practice. Such visits will be offered to either whole staff or small subgroups depending upon scheduling.

TA Schools Only

Use of Program Resources

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

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

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 is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your 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 your policy.

Parent Involvement Policy (PIP) Template

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of 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 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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;
- 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 32	Borough Brooklyn	School Number 552
School Name Academy of Urban Planning		

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 ESL teacher, and one parent.

Principal Kyleema Norman	Assistant Principal Janet Miranda
Coach type here	Coach type here
ESL Teacher Irving Estella	Guidance Counselor Amina Williams
Teacher/Subject Area Sarah Harrington / ESL	Parent Sandra Gonzalez
Teacher/Subject Area Peter Moody / ESL	Parent Coordinator Dale Donaldson
Related Service Provider Milena Uribe	Other Jorge Sandoval
Network Leader(Only if working with the LAP team) type here	Other Lesme Morales/ For. Lang.

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	313	Total number of ELLs	90	ELLs as share of total student population (%)	28.75%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained										2	2	3	2	9
Push-In										1	2	2	1	6
Total	0	0	0	0	0	0	0	0	0	3	4	5	3	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	53	ELL Students with Disabilities	21
SIFE	2	ELLs receiving service 4-6 years	22	Long-Term (completed 6+ years)	15

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		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language									0	0
ESL	53	2	5	22	0	6	15	0	10	90
Total	53	2	5	22	0	6	15	0	10	90

Number of ELLs who have an alternate placement paraprofessional: 1

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										14	20	21	33	88
Chinese											1			1
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	0	0	0	0	0	0	0	0	14	21	21	34	90

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										7	3	8	11	29

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)										5	12	10	17	44
Advanced (A)										2	6	3	6	17
Total	0	0	0	0	0	0	0	0	0	14	21	21	34	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	30		1	
Integrated Algebra	58	84		4
Geometry	2		2	
Algebra 2/Trigonometry	0		0	
Math	0		0	
Biology	0		0	
Chemistry	0		0	
Earth Science	12	6	0	
Living Environment	28	11		4
Physics				
Global History and Geography	40	48	7	
US History and Government	41	35	0	
Foreign Language	2			2
Other				
Other				
NYSAA ELA				
NYSAA Mathematics	2		0	
NYSAA Social Studies	1		0	
NYSAA Science	2		0	

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
ESL teachers assess ELLs literacy skills by using the Gates-MacGinitie to assess their reading skills. Academy of Urban Planning ELL program also uses different sources to determine student strengths and areas of concern. Through careful analysis of the NYSESLAT, LAB-R, Regent's scores, teacher formal and informal assessments, mid year evaluations and the 8th grade NYS ELA and Mathematics examinations, cohorts are developed for additional support. Teachers also create their own assessment tools in the four language modalities - listening, speaking, reading and writing. Teachers assess students at the beginning of the school year to create individual plans to address student's strengths and weaknesses.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our students are at the intermediate level of English language acquisition. Fifty-three of our 90 ELLs have been in the United States from 0 to 3 years. The majority of our students have progressed from beginner level in the LAB-R to intermediate level in the NYSESLAT even though 53 out of 90 have been here less than three years. We need to continue addressing the four language modalities in all content areas with major emphasis in reading and writing and at the same time focusing on their academic language.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
New York State Education Department did not release the Spring 2013 NYSESLAT scores in combined modalities.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native 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 native language used?

The patterns across proficiency and grades show that the majority of our students are at the intermediate level. Due to the limited amount of time in the country (53 out 90 have been in the US less than three years) students have great difficulty with all modalities, specially reading and writing. ELL Periodic Assessment was not administered last school year.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
N/A
6. How do you make sure that a child's second language development is considered in instructional decisions?
All ELL data is provided to all teachers. ESL teachers are constantly reviewing data at the weekly grade team meetings and at the weekly co-planning meetings with the general education teachers. Instructional plans are created based on student's individual needs.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Academy of Urban Planning evaluates the success of our ELLs by the results of the NYSESLAT which is given in the Spring of 2014; the Regent's results from January 2014 and the Regent's results from June 2014.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
When a student is admitted to the Academy of Urban Planning, parents and the student are actively involved in making an informed decision on the appropriate placement and educational services for the student. When the student is enrolled for the first time in a New York City school, a Home Language Identification Survey (HLIS) is provided to the parent as one of the intake forms. A licensed pedagogue who speaks the student's home language will conduct an informal oral interview. The interview will be in the parent's home language. The pedagogue will also assist in completing the HLIS. The assistant principal/ESL coordinator who speaks Spanish conducts the initial screening. For those parents who speak another language, the parent coordinator gets in contact with the Office of Translation and Interpretation Services to assist in the initial screening. The HLIS will determine the student's home language. Completed HLIS are kept in the student's cumulative file as part of the student's permanent record. If the HLIS indicates that a language other than English is spoken at home, the student is then administered the LAB-R and the Spanish LAB-R for Spanish speaking ELLs in the first 10 days after registration to determine the student's English proficiency level. The New York City Office of Translation and Interpretation Services is contacted for our low incidence languages, as needed.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
When a parent comes to the school with a disposition letter given at the enrollment center, information is provided on the three instructional models available in New York City. To inform parents of these options and so that they are able to make an informed decision on the instructional model that they would like for their son/daughter. At this time, the parent coordinator assist the parent in viewing the Parent Orientation video in their home language which explains the ESL; Bilingual and Dual Language programs available in New York City. If the parent decides that their first choice is bilingual education, but wants the student to stay in our ESL program, the parent will be informed that when we have 20 students in two consecutive grades a bilingual program will be formed at the school. During this orientation, parents are provided information on the Common Core Standards and all assessments that students take at the high school level. The school then provides a parent workshop to go in detail on the Common Core Standards and Regent's examinations.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
After viewing the video, the parent coordinator provides parents with a Parent Survey and Selection form on which parents make an informed decision on their program choice. This informed choice is then entered in ATS using the ELPC screen. This choice needs to be entered in ATS even if the Academy of Urban Planning is not currently offering their first choice. The forms are then kept in a secure place in room 510 with our parent coordinator. Parent of student who is administered the LAB - R and is entitled to receive ESL services will receive a letter in the mail informing them that their student is entitled to ESL services. The letter will be mailed in the parent's home language. Once the student takes the NYSESLAT and the student is still entitled to receive services, a continued entitlement letter will be sent to the parent in the home's first language. Students who become proficient on the NYSESLAT will receive a letter at home informing parents that the students tested out of ESL services. This letter will be in the parent's home language. Copies of letters will be kept in a secure location in the Assistant Principal's office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
Once the LAB-R is administered to the student and the student scores below the proficiency level, the student is placed in our ESL program. The school will then mail an entitlement letter to the parent informing them of the results of the LAB - R and Spanish LAB-R, if appropriate and program placement. Parents are informed that they can meet with the assistant principal if they have any questions or concerns. The entitlement letters will be kept in a secure location in the assistant principal's office.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
Students will be tested with the NYSESLAT at the end of every year. The RLER report from ATS is used to determine which students are eligible for the test. Once the students are identified, we reorganize the school schedule so these students can take all parts of the exam in a controlled environment. We utilize our three ESL teachers and several other pedagogues to make sure all

parts of the examination are administered. If a student misses one or more parts of the exam, outreach is conducted by the guidance counselor and social worker come to school and complete all sections. If the student scores at the Beginning, Intermediate or Advanced level the student continues services. Students scoring at the proficient level are no longer considered LEP and are then placed in a general education program with support by one of the ESL teachers. If the student scores below the proficiency level on the NYSESLAT, parents are informed by mailing them a continued entitlement letter. When the student scores above the proficiency level and no longer receiving ESL services parents will also be informed. The school will then mail the non-entitlement letter to the parent.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 
- Over the past several years the parents have requested ESL as their first choice. If a parent request another program, we have communicated with the NYC Enrollment Center so that they are able to provide the parent with their parent choice. During the 2013 - 2014 school year, we have had 6 newly enrolled students into the NYC public school system. After an informed decision, all 6 parents chose ESL as their first choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Academy of Urban Planning provides ESL self contained and push-in classes. Block classes are provided to our ELL students to ensure that students are receiving the mandated periods of ESL instruction based on the LAB-R; NYSESLAT and CR Part 154. Classes are formed homogeneously - proficiency levels is the same in one class - rather than by grade.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Students receive English as a Second Language instruction based on the student's proficiency level as mandated by CR Part 154. Students receive instruction in the four language modalities of listening, speaking, reading and writing. The overall goal of our program is in the preparation of our ELL students to become English proficient as demonstrated in the NYSESLAT and meeting the standards for the New York State Regents examinations. The Academy of Urban Planning provides a Free Standing ESL program and a Push-In model. During the 2013-2014 school year, instruction will be provided by three certified ESL teachers. The ESL program is based on student's level on the NYSESLAT and LAB-R. The ESL teachers will provide 540 minutes per week of ESL instruction for the beginning students in English language acquisition, 360 minutes a week for intermediate students and 180 minutes a week of ESL instruction and 180 minutes of ELA instruction for the advanced students as per the Language Allocation Policy and as mandated by CR Part 154. Our school will provide flexibility in the movement of ELLs through the levels of language proficiency. We will schedule the Beginner and Intermediate classes during parallel periods. Each ESL teacher may move a student to either class depending on the performance of the student. We also offer a Summer ESL Academy to support current students that need the help and for newcomers that will attend our school the following year. Once ELLs become proficient they are put into mainstream classes. If we find they still need additional support we will program them into content area classes taught by teachers who speak Spanish and they also can be programmed for classes where there is an ESL push-in teacher.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

Content area instruction is delivered to our ESL students in English with native language supports. Our ELLs are a homogeneous group where teachers have diagnosed each student instructionally, adjusting instruction to meet their needs and strengths and by constantly monitoring their progress. ESL teachers and content area teachers meet twice a week to discuss instruction needed for ELLs aligned to the Common Core Standards developing fundamental skills in English so that they can participate fully in grade level coursework with different supports. The state did not release the Spring 2013 NYSESLAT scores in combined modalities.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

Spanish speaking students who are newly enrolled are assessed with the Spanish LAB-R. The testing is done by a fluent pedagogue in Spanish. Text and materials are provided in their native language. Teachers provide ongoing assessments and feedback to guide their learning.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Students are provided with a baseline assessment at the start of the year addressing the four language modalities. Based on the results, teachers differentiates instruction. Ongoing assessments are given throughout the school year to contantly address their instructional needs.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE - After reviewing the HLIS forms and identifying the student as a possible SIFE, an oral questionnaire is given to the student by an ESL pedagogue. The questionnaire addresses family and home background; educational history; language and literacy literacy practices and general questions about the school. A diagnostic baseline assessment is given to address his academic language and literacy level. Instruction is differentiated for our SIFE as teachers provide the basic concepts and skills necessary designing lessons that develop critical knowledge, focusing on content that reflects student's lives, interest and culture. After school tutoring is provided in the content areas with the use of adapted materials geared towards SIFE.

Newcomers - ELLs who are newcomers are provided with the mandated ESL instruction as per their proficiency level and ESL teachers push-in to provide extra support in their content area classes. The teachers use Q-TEL strategies to insure that students are acquire the language modalities of listening and speaking in English. Reading and writing are addressed in all lessons. ELLs receiving services 4 to 6 years are provided with the mandated periods as per CR Part 154. They are also provided with tutoring as needed.

Long term ELLs are also provided with their mandates as CR Part 154. There will be intensive tutoring for this population starting in January during Saturday school.

Former ELLs receive ESL support from our ESL teachers in the content area classes. If possible, former ELLs are programmed into content area with a teacher who is a native speaker to continue assisting our former ELLs. Teachers are provided with all data and assessments to assist the general education teacher.

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

To better support ELL-SWDs, teachers are being provided with Q-TEL strategies (modeling, bridging, contextualization, schema building, text representation and metacognitive development) during the year by our ESL teachers. A curriculum resource used is Hampton-Brown / National Geographic's Edge: Reading, Writing, and language. Covering every level from Beginner to Advanced. All ESL teachers use the smartboard technology to enhance the learning experience for our ELL-SWDs. A group license for Rosetta Stone© has been obtained to enhance the instruction of ELL-SWD students. This web based program gives students targeted support to develop language proficiency. Students access the Rosetta Stone using IMAC computers purchased with an IZone grant. The ESL teachers also use SMARTBOARD technology to enhance the learning experience. ELL-SWDs who are mandated for abilingual program are provided with an alternate placement paraprofessional how will assist them in all content area classes.

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

ELL-SWDs are provided with the instruction mandated in their IEPs. ELLs are provided ESL instruction as per the results of the NYSESLAT. Instructions is based on the mandated periods as per CR Part 154. All teachers have are trained to read the students IEP in SESIS to guide their instruction for ELL-SWDs. ISSs meet with content area teachers to discuss the instructional needs of these students. We also have 6 paraprofessional that work one on one with ELL-SWDs.

Courses Taught in Languages Other than English

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			

Courses Taught in Languages Other than English ⓘ

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

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

Math:				
Science:				

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

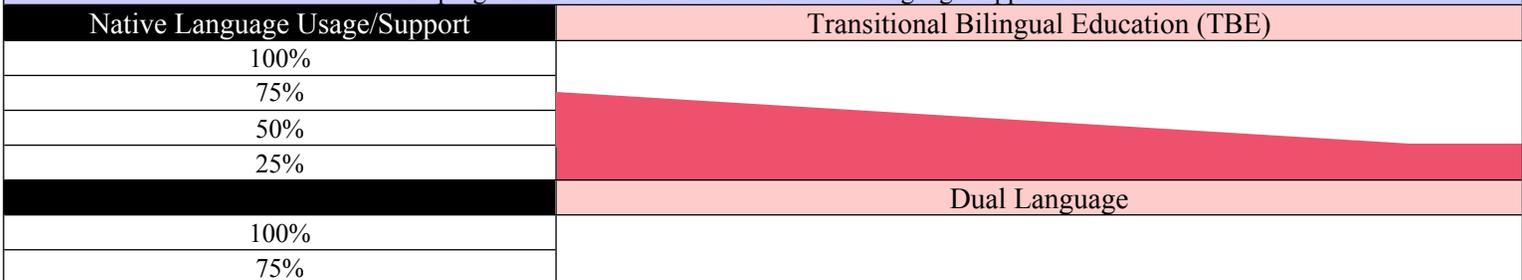
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- ESL teachers and content area teachers have two planning periods a week to plan in collaboration to align instruction, shared strategies and student groupings to be used based on student's needs.
- Regents preparation with the use of academic language
- Small group academic classes that include ELLs to target Reading and Writing across all content areas
- After school and Saturday school offered to address the Common Core Standards geared on the four language modalities.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our ESL students will receive instruction in English using ESL scaffolding strategies (modeling, bridging, contextualization, schema building, text representation, and metacognitive development) throughout the content areas which are closely related to the Zone of Proximal Development (Vygotsky). Students will be assisted by others so that they are able to achieve more than he / she would be able to achieve alone. Of particular note, students in the Advanced level classes, participate in Project Based Learning and Blended Learning. Students are provided with standards-based assessment projects, and provided with opportunities to learn in a self directed manner. Students in the advanced class are provided with laptops during class time.
11. What new programs or improvements will be considered for the upcoming school year?
- Based on the 2013-2014 LAP, intensive small group instruction in all content areas will be provided for ELLs and SWD ELLs during the after school and Saturday school programs. Our ESL teachers will be an integral part of these programs. An intensive ELL Saturday Academy will be instituted starting in September 2014. The academy will be grouped based on our ELL subgroups. Intensive instruction will be provided based on the Common Core Standards focusing on the four language modalities.
12. What programs/services for ELLs will be discontinued and why?
- N/A
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs attend our afterschool and Saturday classes. They are an integral part of all afternoon and Saturday programs. They attend all school clubs; participate in all school sport teams; ELLs are an integral part of all our school plays and shows.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Rosetta Stone© has been obtained to enhance the instruction of ELL students. This web based program gives students targeted support to develop language proficiency. Students access the Rosetta Stone using IMAC computers purchased with an IZone grant. The ESL teachers also use SMARTBOARD technology to enhance the learning experience.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- We have purchased libraries in English and Spanish. We have downloaded materials, for example, literature and dictionary in Tebanian and Mandarin as we have two students that do not speak Spanish. This school has hired many staff members that speak Spanish to assist our ELL population.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services and supports correspond with students grade and age. Students receive books, materials, and readings that are appropriate to their grade/age level. The teacher scaffolds these materials to make them accessible to all students amplifying the content area lessons and materials.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- We have a summer school week in which ELLs are invited to attend at the Academy of Urban Planning so that they can socialize and get acquainted with other students and with their teachers. Students are introduced to the theme of Urban Planning through many different activities.
18. What language electives are offered to ELLs?
- Students take Spanish as a foreign language. Our goal is that our ELLs receive a 90% or better on the LOTE regents. ELLs are

offered all electives as our general education students.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

The professional development plan will focus on providing all staff members with scaffolding strategies and differentiated instruction aligned with the Common Core Standards for teaching ELLs in the content areas. Some of the topics will be:

1. Scaffolding Success for our English Language Learners
2. Differentiated Instruction using Q-TEL
3. The use of Rurics in the ESL and ELA Classroom
4. ELL and the Regent's Examination - Using Regent's Vocabulary in the Classroom
5. Implementation of Team Teaching in the ELL Classroom

Our ESL teachers attend off site professional development on aligning ESL instruction to the Common Core Standards as well as how and all other professional development provided by the New York City Office of English Language Learners. The minimum of 7.5 hours of ESL professional development are met during the professional development provided at the school site.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Academy of Urban Planning provides all parents including ELL parents with opportunities to participate in our school's PTA, SLT meetings, parent meetings, support for the college process; the common core standards and its impact for our ELLs; ARIS workshops in English and Spanish; campus wide legal clinic with a translator to meet the legal issues of our parents including immigration; Open School Night and Afternoon translators are assigned to all classrooms; distribution of all documents in English and the student's home language; monthly student of the month at the PTA meetings where translators are present to translate as needed.

Academy of Urban Planning has a partnership with Opportunities for a Better Tomorrow which provides workshops for our parents with topics such as resume writing; college preparation and they also provide support for our ELL parents in many other different areas.

We take a close look at the Learning Survey focusing on our communication with parents. We also review feedback from the parents at the SLT meetings and PTA meetings.

All our parent activities are geared to address the needs of all our parents including our ELL parents.

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 32K552 School Name: Academy of Urban Planning

Cluster: 04 Network: 404

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

Part A: Needs Assessment Findings

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

Academy of Urban Planning uses the following data and methodologies to assess the written and oral interpretation needs: ATS data using the RDAL report; parent provided information during parent meetings; parent phone conferences; one-on-one parent meetings and e-mail communications. Of all the parents that need oral and written interpretation services, we have two languages that we need outside translators - mandarin and tibetan.

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

Academy of Urban Planning need translations of all documents that are provided to parents for full parent comprehension and parent involvement. These findings are informed to parents during PTA meetings, SLT meetings; parent meetings. Staff awareness of these findings are presented during professional development at the start of the school year. Oral interpretation needs will also be needed and addressed by staff members fluent in Spanish.

Part B: Strategies and Activities

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

The school provides all written documents that are sent to our English speaking parents translated to our parents that need the documents in their native language. Documents include: Information about registration; home language surveys; testing information; all extra curricular activities; Common Core State Standards and all information for parents in reference to our school community. The school has staff that are able to translate all documents into Spanish. We will also get in contact with an outside vendor for oral translation of low incidence languages as needed during regent's examinations and parent meetings. We will use the NYC Department of Education Office of Translation and Interpretation Services for written translation of critical documents as needed. All written translation will be placed in a binder. The parent coordinator will keep the binder in his office.

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

Staff members who are fluent in Spanish will provide oral translation for our parents at all times during the school day; open school meetings; at all PTA meetings; SLT meetings; and all professional development provided to parents. Oral interpretation services will be provided by an outside contractor, if needed. The parent that speaks tibetan and mandarin have come to the school with their own translators.

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

We will continue providing translation and interpretation services to our parents, as needed. The parent coordinator will provide the Parent's Bill of Rights in the parent's home language; posted signs will be visible to alert parents that the school provides translation and interpretation services; record of parent home language will be kept in ATS and the information will be on the blue emergency contact card.

Two staff members will be paid per session to translate necessary documents from English to Spanish. Outside contractors will be hired for low incidence languages as needed. Two interpreter's dictionaries will be purchased and used by the translators.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Academy Of Urban Planning	DBN:32K552
Cluster Leader: Christopher Groll	Network Leader: Malika Bibbs
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

We have approximately 50 eleventh and twelfth grade English Language learners that have not passed the English regents exam. The purpose of this direct instruction supplemental program is to provide additional opportunities for students to acquire the level of proficiency necessary to do so. The program will take place after school 3:45 - 5:45 on Tuesday and Thursday for 10 sessions. We will continue the program on 15 select Saturdays from 9:00 A.M. – 12:00 noon. Teachers will design curriculum based on adapted versions of classic novels. The program will be staffed by a licensed ESL teacher and a licensed content area teacher that is fluent in Spanish. This content teacher will support students' language development by providing explanations and feedback in Spanish when appropriate. Each class will contain 25 students.

Part C: Professional Development

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

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

Begin description here: Teachers will be provided with training in TESOL methodology so they can adequately service these students. Topics will include but not be limited to building background knowledge, using cognates to support vocabulary acquisition, scaffolding reading and writing for second language learners, etc... Our ESL teachers will provide a 90-minute professional development opportunity entitled "Pathways To Proficiency: Effective Instruction for English Language Learners." This workshop is tentatively scheduled for December 5 at 2:00. (This date and time is subject to change due to scheduling conflicts)

Part D: Parental Engagement Activities

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

- rationale
- schedule and duration
- topics to be covered

Part D: Parental Engagement Activities

- name of provider
- how parents will be notified of these activities

Begin description here: A Saturday will be set aside to give ELL parents information about their rights and opportunities around academic support for their children. Our ESL teachers will work with the parent coordinator to design the workshop. This orientation session is tentatively scheduled for December 8, 9:00A.M.—11:00 A.M (The date and time is subject to change due to unforeseen circumstances). All communications about the program will be bilingual (letter and telephone notification). Our Spanish teacher will attend the orientation to provide translation services.

Part E: Budget

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

Allocation Amount: \$11596

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$9558.64	1 Teacher X 86 (instructional hours) 1 Teacher X 88 (instructional hours) 2 Teachers X 5.5 each (planning and leading teacher training)
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	Frankenstein ESL Version (Set of 6) 55.38 X 6 = 332.28 Dracula ESL Version (Set of 6) 55.38 X 6 = 332.28 Jane Eyre ESL Version (Set of 6) 61.72 X 6 = 370.32 Sherlock Holmes ESL Version (Set of 6) 55.38 X 6 = 332.28 Twenty Thousand Leagues Under The Sea ESL Version (Set of 6) 55.38 X 6 = 332.28 Supplies - Postage, Paper, Pens,	Adapted classic novels and basic classroom supplies

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11596

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	Pencils, Post its etc... = 337.92 Totals = 2037.36	
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$11,596.00	