



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: URBAN SCIENCE ACADEMY
DBN (i.e. 01M001): 09X325
Principal: PATRICK KELLY
Principal Email: PKELLY6@SCHOOLS.NYC.GOV
Superintendent: DOLORES ESPOSITO
Network Leader: YUET CHU

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
Patrick Kelly	*Principal or Designee	
Walquiris Garo-Marté	*UFT Chapter Leader or Designee	
Elsa Aybar	*PA/PTA President or Designated Co-President	
Eva Laureano	DC 37 Representative, if applicable	
Michelle Valdez	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rachel Wilson	Member/ Staff	
Gloria Juliano	Member/ Staff	
Gladys Martinez	Member/ Parent	
Nora Mercado	Member/ Parent	
Gloria Roldan	Member/ Parent	
Gloria Lopez	Member/ Parent	
	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	
X	School Leadership Team Signature Page
X	The SCEP Overview
	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
X	1. A major recommendation with HEDI rating
X	2. Statement Of Practice (SOP) selected aligned to the goal
X	3. A goal aligned to the major recommendation
X	4. Instructional Strategies section, A-E for each strategy or activity that supports the goal
X	5. Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
X	Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)
X	Parent Involvement Policy (PIP)

School Information Sheet for 09X325

School Configuration (2013-14)					
Grade Configuration	05,06,07,08	Total Enrollment	381	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	7	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	22	# SETSS	N/A	# Integrated Collaborative Teaching	20
Types and Number of Special Classes (2013-14)					
# Visual Arts	14	# Music	N/A	# Drama	N/A
# Foreign Language	16	# Dance	1	# CTE	N/A
School Composition (2012-13)					
% Title I Population	73.1%	% Attendance Rate			89.4%
% Free Lunch	100.0%	% Reduced Lunch			0.0%
% Limited English Proficient	34.1%	% Students with Disabilities			18.9%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	0.2%	% Black or African American			31.6%
% Hispanic or Latino	67.2%	% Asian or Native Hawaiian/Pacific Islander			0.7%
% White	0.2%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	7.67	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			11.7%
% Teaching with Fewer Than 3 Years of Experience	34.3%	Average Teacher Absences			7.1
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	3.2%	Mathematics Performance at levels 3 & 4			1.3%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)			28.0%
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			N/A
6 Year Graduation Rate	N/A				
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		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (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		No
Economically Disadvantaged	No			

Accountability Status – High 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 Graduation Rate (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			

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.			
Our 2012-13 SCEP was based on the school's most recent Quality Review and on an ESCA, completed the previous Spring, giving us current, objective and actionable data. The School Leadership Team reviewed the SCEP during and after its composition, and the faculty was engaged in the SCEPs work throughout the year.			
Describe the areas for improvement in your school's 12-13 SCEP.			
Our SCEP was responsive to the ESCA and QR. However, we could have been more focused in our goals and strategies. We also need to set goals that will have immediate and documented impact on children's experiences in our classrooms. We need to focus on a few high-leverage strategies and implement them with fidelity and coherence.			
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.			
The primary challenges in implementing the SCEP rested on the long-term process of shifting teacher practice toward student-centered classrooms, and in the large task of aligning curriculum and instructional practice to the demands of the CCLS. Increasing student attendance for at-risk students in afterschool programs remained a challenge.			
Describe the degree to which your school's 12-13 SCEP was successfully implemented.			
<ol style="list-style-type: none"> 1. In 2012-13, over 200 documented formal and informal observations were accomplished by the staff, and each resulted in written feedback to teachers. 2. Significant weekly time was allocated to teacher teams in the creation of web-based curricular maps aligned with the CCLS. 3. The school's instructional focus on questioning and effective task design reduced student passivity during instructional periods. 4. After school programs and extended met the goals of extending the school day for students. 5. Student ownership of academic performance through leading report card conferences began to gain traction, and more than half of parents and guardians attended school functions. 			
Were all the goals within your school's 12-13 SCEP accomplished?	X	Yes	No
If all the goals were not accomplished, provide an explanation.			
Did the identified activities receive the funding necessary to achieve the corresponding goals?	X	Yes	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.			
The work of powerfully sustaining the two major system-wide shifts – using the Danielson Framework to improve teacher instructional performance and shifting curriculum and assessment to align with the Common Core Learning Standards – is ongoing, rewarding and challenging work. We are initiating several high-leverage initiatives and will need to monitor closely to ensure alignment with our school vision and student needs.			
List the 13-14 student academic achievement targets for the identified sub-groups.			
<ol style="list-style-type: none"> 1. As measured by the NYSED English Language Arts exam, 45% of English Language Learners will demonstrate growth at the 75th percentile or higher; 2. As measured by the 2014 NYSED Mathematics exam, 30% will demonstrate growth at the 75th percentile of better. 			
Describe how the school leader(s) will communicate with school staff and the community.			
Information regarding the SCEP and all school goals is communicated in a variety of ways.			
<ol style="list-style-type: none"> 1. The Principal provides a weekly newsletter to all staff, communicating school challenges and progress, and restating school goals; the Principal also addresses different Danielson questions raised by teachers regarding the Framework 2. The faculty engages in weekly team meetings with administrators to review elements of the Danielson framework and student data - an opportunity to underline and monitor the coherence of the school's efforts in meeting our goals 3. The school produces a monthly newsletter and calendar, highlighting school goals & notifying families of upcoming school and community events. 4. The SLT meets monthly and reviews school data and progress toward the goals expressed in the SCEP. 5. Monthly Parent/Guardian workshops provide a vehicle for school leaders and teachers to share information about the school's goals and progress. 			

Describe your theory of action at the core of your school's SCEP.

School improvement is a function of consistent actions around clearly identified goals.

Describe the strategy for executing your theory of action in your school's SCEP.

1. Clearly identify the schools goals based on current data, feedback and observation.
2. Monitor progress through ongoing analysis of data and provision of avenue for feedback from teachers, staff, students and parents and guardians.

List the key elements and other unique characteristics of your school's SCEP.

The key elements of the school's SCEP is a coherent and clear focus on the central elements of a high quality school:

- ongoing curricular development as demanded by the CCLS.
- key levers in the Danielson Framework: 1e, Coherent instructional Design and 3c, Engaging Students in Learning.
- specific subgroups – students with IEPs, ELLs and former ELLs.
- student social-emotional health, and on increasing parental engagement.

Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.

The school has enjoyed a stable and cohesive supervisory team for four years. We have invested in personnel by employing a Literacy Coach and an Academic Intervention Service and Middle School Quality Initiative coach. We have contracted a consultant (Generation Next) to support the goals of students in Mathematics. And the school benefits from the support of CFN 103 in all operational and instructional areas, but most specifically with our work in Literacy and Math, and with our Special Education and English Language Learner subgroups.

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).

Evaluate the quality of school-level decisions, making adjustments as needed to increase the coherence of policies and practices across the school, with particular attention to the CCLS. (5.1)

Review Type:	Quality Review	Year:	2012-13	Page Number:	7	HEDI Rating:	Developing
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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	2.3 Systems and structures for school development
2.2 School leader’s vision		2.5 Use of data and teacher mid-management effectiveness
2.4 School leader’s use of resources		

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.

By June, school leaders (administrators, coaches, teacher leaders) will engage in two cycles of reflection where they will gather assessment data, conduct informal surveys and feedback sessions with parents, students, staff; and collaborative assess student progress towards grade level CCLS standards in ELA and Math.

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.

- **Strategies/activities that encompass the needs of identified subgroups**
 1. **Observation / Feedback** - Each teacher will be observed the requisite number of times throughout the school year and given feedback within 1 day of the observation. Observation / feedback will focus on implementation of lessons and tasks that require higher-order skills as measured by Webb’s Depth of Knowledge Matrix. Mid-year reflection conferences will be conducted with each teacher to review feedback given to date and plan action steps for continued improvement.
 2. **Professional development** - after school trainings and feedback meeting to further deepen teacher practice around the Danielson Framework.
 3. **Communication / Feedback** - SLT will conduct midyear survey with parents / students to gauge exposure to and understanding of CCLS standards / curriculum.
 4. **Use of Data to Drive Decisions** - Administrators, coaches and teacher leaders will meet at least bi-monthly to examine aggregate data from formative assessments and implement interventions designed to target areas of need.
- **Key personnel and other resources used to implement each strategy/activity**
 1. Administrators & teachers
 2. Administrators & teachers; school-based and network coaches, DOE Talent Coach
 3. SLT members
 4. Administrators & teachers; school-based and network coaches
- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 1. Observation tracker and ADVANCE data will be used to document observation / feedback. Midyear Conference notes and action plans.
 2. Artifacts from professional development, teachers feedback.
 3. Survey document and data collected.
 4. Minutes from cabinet reflection sessions and refined curriculum and/or lesson plans reflecting data.
- **Timeline for implementation and completion including start and end dates**
 1. Observation tracker and ADVANCE data will be used to document observation / feedback.
 2. Midyear Conference notes and action plans.
 3. Survey document and data collected.
 4. Minutes from cabinet reflection sessions and refined curriculum and/or lesson plans reflecting data
- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

1. Tax levy and Title I funding support the position of the Assistant Principal for Curriculum and Instruction.
2. Title I, Tax Levy, ARRA Data Specialist funds (3 Teachers X 14 hours) and Focus funds for Teacher Per Session (33 teachers x 3 hours and additional 150 hours for teachers working on SIOP Teacher Institute) will be used to continue teacher after school trainings and feedback sessions to further deepen teacher practice around the Danielson Framework. OTPS line in Curriculum and Staff Development will fund SIOP Teacher Institute from Pearson/America's Choice with Focus Funding, along with CFN network support at no additional cost.
3. SLT stipend will compensate members for worktime.
4. Tax Levy, and Title 1 funds support per session for teachers and administrators.

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	X	Title IA		Title IIA		Title III	Grants
List any additional fund sources your school is using to support the instructional goal below.										
ARRA RTTT Data Specialist										
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).			
Strengthen teacher capacity so that lessons provide multiple entry points to meet a diversity of student needs and promote cognitive engagement. (1.2) Develop consistent policies and practices that inform instructional modifications and provide meaningful feedback to students. (2.2)			
Review Type:	QR	Year:	2012-14
		Page Number:	6
		HEDI Rating:	Developing

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
	3.4 Teacher collaboration		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, 75% of teachers will demonstrate "effective" practices in meeting the needs of all learners – as measured by Danielson Domains 1E (Designing Coherent Instruction) and 3C (Engaging Students in Learning) and evidenced by observations and artifacts.

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
<ol style="list-style-type: none"> 1. CCLS-aligned units & lessons will be designed to include UDL; and culminate in tasks assessed using a rubric that includes student self-reflection. 2. Extended day interventions will improve skills / engagement of the students performing in the lowest third based on the 2013 ELA and Math State tests. 3. Through professional development workshops, intervisitations, and coaching, teachers will continually improvement in developing and implementing said lessons. 4. Administrators will conduct at least the required number of formal and informal observations to monitor and document progress towards proficiency
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Administrators, "AUSSIE" math coach, literacy coach, MSQI coach, network personnel, teachers. 2. Teacher and administrator per session.

3. Network coaches, "AUSSIE" consultant, teacher, department chairs.
 4. Administrators, coaches, teachers.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Curriculum units, lessons, tasks will be reviewed by the AP for Curriculum / Instruction and instructional coaches; impact will be measured by review of student work.
 2. Extended day lesson plans and tasks; student attendance; assessment data.
 3. 100% of teachers will participate in school-based PDs on UDL and lesson design;
 4. By December 25% of teachers will have demonstrated effectiveness in Domains 1E and 3C; by March 50% and by June 75%.
- D. Timeline for implementation and completion including start and end dates**
1. Unit / lesson reviews are ongoing - at least monthly via department or full faculty meetings.
 2. Extended day programs begin in October; administrators will observe, collect artifacts in December and March to assess efficacy.
 3. PDs will be offered beginning July 2013 and ongoing throughout the school year.
 4. Observations will commence no later than 10/1/13 and be conducted throughout the school year.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Title I funds Assistant Principal for Curriculum and Instruction; Contract For Excellence funds Staff and Curriculum Development math coach through Editure Professional Development fee. We also partially fund a full-time literacy coach using Title I; and MSQI funds Per Session: .
 2. Tax levy funds and Title I funds for the teacher and administrator per session. Additional funding for materials will be provided via a NYS 21st Century Learning Grant
 3. TL supports salaries of teachers / administrators; network support at no additional cost; MSQI, Title 1 and Title III fund Supervisor (1 x 150 hours) and Teacher Per Session (300 hours). Focus funds Per Diem coverage of 45 days for ongoing Professional Development.
 4. TL supports salaries of teachers / administrators; talent coach and network support provided at no additional cost.

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	X	Title IA		Title IIA	X	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
21 st Century, MSQI, Contract for Excellence											
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 #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).											
About 1/3 of our students are English Language Learners at various levels of proficiency – from newly arrived to former ELLs. In the 2012-13 schoolyear, only 30% of our ELLs demonstrated growth in ELA at the 75 th percentile or higher; 17% demonstrated growth in Math at the 75 th percentile or higher.											
Review Type:	Progress Report	Year:	2012-13	Page Number:	5	HEDI Rating:	NA				

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							
X	4.4 Classroom environment and culture				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.

Accelerate student performance for students most at risk within the subgroup of English Language Learners. As measured by the 2014 NYSED ELA exam, 45% of ELL students will demonstrate growth at the 75th percentile or higher; and as measured by the NYSED math exam, 30% will demonstrate growth at the 75th percentile or higher.

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. ESL/bilingual teachers will participate in weekly department planning meetings and monthly professional development with network ELL coach and/or through DSWDELL – including analyzing student work, formative assessments, item analysis for ELLs to determine what strategies and skills students need to improve on.
2. MSQI – 6th grade ESL/bilingual classes will participate in MSQI along with other grade 6 classes to augment vocabulary instruction.
3. Small group instruction through extended day and in-class interventions to accelerate reading levels.
4. Hochman Basic Writing will be implemented across the content areas to augment student writing skills.

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

1. Staff, network coach, DSWDELL events; teacher schedules will allow for common planning; network coach and AP for Curriculum / Instruction will facilitate LASW and item analysis.
2. MSQI coach / network MSQI PD and onsite support.
3. Extended day programming / RTI resources
4. Teachers will be trained in Hochman methods; support from school and network literacy coaches.

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

1. Artifacts from planning sessions; reflections and work products from PDs
2. MSQI – student work; PD work products.
3. Observations from extended day and RTI sessions; running records, conferring notes, reading logs.
4. Lesson plans that reflect implementation and student work products.

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

1. Department meetings / PDs to begin in December
2. MSQI launched in August and will run throughout the year.
3. Extended day begins in October / ongoing
4. Hochman training in summer / fall; implementation is ongoing.

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

1. Extended day as per UFT contract. Funded by Title 1 and Title III, per session available for 30 teachers X 20 hours per month to work beyond the contracted extended day sessions. Support from network ELL coach provided at no cost.
2. Contract for Excellence funds for Per Session (55 hours), Common Planning Time for grade and content teams is built into the school master schedule for every teacher. TL and Title I funds school-based literacy coach and Assistant Principal for Curriculum / Instruction. Network support provided at no additional cost.
3. Extended day as per UFT contract, TL and Title I funds literacy coaches, MSQI grant funds Supervisor and Teacher Per Session (110 hours each). FOCUS funds will be used for purchase of eBook Collections from Follett selections using OTPS Library line, and Classroom Collections from GL Group (BookSource) to include FAMIS Item numbers: 284065099 and 282686592., as well as increased Classroom collections from American Reading. Rollover Title I Corr 91 funds for printing materials.
4. Hochman PD and follow up PD funded by TL and Title I and Rollover Title I Corr 91 funds: Per session 6 teachers X 30 hours, and Per Diem for 2 teachers X 2 days release teachers for professional development. TL and Title I fund school-based literacy coach. Network support provided at no additional cost.

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	X	Title IA		Title IIA	X	Title III	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

MSQI grant, Contract for Excellence, Rollover Title I Cor 91

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 ELT		PF Inquiry Teams		PF NYS Standards and Assessments
	PF Positive Behavioral Management Programs			PF RTI	X
					PF Common Core
					PF Parent Engagement
					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).

On the 2012-13 school survey, about 50% of student reported that they did not feel respected or cared for by teachers / other students. In addition, almost 50% of students reported bullying as an issue at the school.

Review Type:	Survey Survey	Year:	2012-13	Page Number:	10 - 11	HEDI Rating:	NA
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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.

X	5.2 Systems and partnerships	X	5.3 Vision for social and emotional developmental health
	5.4 Safety		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, 100% of students will have engaged in activities / lessons from the DOE's Respect for All curriculum; and participate in a school-wide PBIS program.

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**
- Teachers will receive training from network YD director on the RFA curriculum.
 - Teachers and administrators will conduct RFA activities / events – either through town hall, class, or other strategically groups.
 - Principal and network coach will identify a CBO to provide mental health services to students.
- B. Key personnel and other resources used to implement each strategy/activity**
- Staff, network coach, DOE-materials for activities
 - Guidance counselor, Assistant Principal, Dean, teachers, administrators.
 - Counseling in Schools, network YD director.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- PD notes and action plans
 - Yearlong calendar of RFA activities, student work & reflection, midyear SLT survey
 - CBO MOU and workplan, interim check-ins / reflection.
- D. Timeline for implementation and completion including start and end dates**
- Training will be completed by December 2013
 - RFA activities / events will begin in January 2014 and end in June 2014
 - CBO services will begin in January 2014 and end in June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- TL, 21st Century and Title I will be used to fund per session (6 teachers X 10 hours) for planning; OTPS for supplementary materials. Network support provided at no additional cost.
 - Guidance counselor will be paid with Title I funds for 30 hours of Per Session to coordinate and plan RFA activities / events, SLT survey.
 - PF set aside and 21st Century Grant will fund Consultant fees, using "Educational Consultant" line for ENACT and Winward.

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	x	Title IA		Title IIA		Title III	X	Grants
List any additional fund sources your school is using to support the instructional goal below.											
21 st Century											
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).

While parent satisfaction remain fairly high relative to other middle schools, the one anomaly was a score of 5.8 for "been invited to an event at your child's school (workshop, program, performance, etc.). 40% reported having been invited to 2 or less events.

Review Type:	School survey	Year:	2012-13	Page Number:	6	HEDI Rating:	NA
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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.

X	6.2 Welcoming environment	X	6.3 Reciprocal communication
	6.4 Partnerships and responsibilities		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.

By June, 100% of parents will have been invited to at least 5 school events; 50% of parents will have attended at least 2 events.

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**
- School Messenger will auto-call all families and Teacher-Ease will email invitations.
 - Parent Coordinator will publish events in a monthly newsletter to be backpacked and posted on the school website. Events will be designed to involve families in welcoming and diverse topics.
 - Parent Coordinator and school staff will track which families have attended events.
- B. Key personnel and other resources used to implement each strategy/activity**
- School secretary; administrators, School Messenger and TeacherEase subscriptions.
 - Parent Coordinator; supplies for newsletters and events.
 - Parent coordinator, school secretary, school aides.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Record of SM calls and TE emails will demonstrate invitation to at least 5 events by June.
 - Monthly newsletters will be archived.
 - Attendance and feedback records for each event.
- D. Timeline for implementation and completion including start and end dates**
- Beginning September, ongoing throughout the school year, ending June 2014
 - Beginning September, ongoing throughout the school year, ending June 2014
 - Beginning September, ongoing throughout the school year, ending June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Tax Levy funds salary and peak load for school secretary and for School Messenger / TeacherEase subscriptions.
 - TL funds parent coordinator; Title I and Title III funds provide supplies for newsletters. Title I funds translation and interpretation services. Focus funds for materials for

Parent Workshops, using budget title "Non-Contractual Services/Parent Involvement: to include informational pamphlets from Sussman and books from GL Group, for ESL learning tools for parent workshops on weekends and before/afterschool, refreshments, incentives, and postage.

3. Parent coordinator, school secretary, school aides – salary, comp time / peak load funded by TL.

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	X	Title IA		Title IIA	X	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	MSQI, Hochman Basic Writing, guided reading groups	small group in class, pull-out, extended day	During school day / after school
Mathematics	Exemplars, performance tasks, skills instruction	small group in class, pull-out, extended day	During school day / after school
Science	Writing informational text; vocabulary instruction through MSQI	Strategic groupings in class	During school day
Social Studies	Hochman Basic Writing; vocabulary instruction MSQI	Strategic groupings in class	During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	School Counseling Respect for All – anti-bullying Mental Health Services	Small group; 1:1	During school day / after school

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

5. All elements of the *All Title I Schools* section must be completed*.
5. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
6. 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.

Our recruitment efforts extend to teacher preparation programs and alternate certification programs that ensure that our teachers are highly qualified. We have hired New York City Teaching Fellows as well as Teach for America (TFA) Fellows, although, owing to high rates of attrition for our TFA cohort, we have reduced our reliance on that resource dramatically. We also work with our partnerships with teacher formation universities to recruit student teachers, and aggressively recruit all qualified candidates through Department websites and at Hiring Fairs.

Newly hired teachers are supported through three full days of professional development before school opens, during which they learn about the students they will teach and the systems we use to support them in the work. New teacher learn the data systems employed by the school, Instructional Expectations at the State, City, District and school level. Teachers learn the instructional expectations employed through out the school (backwards planning, the Danielson Framework, student-centered instruction, Accountable Talk).

Also, new teachers are assigned a mentor who meets with them two to three times a week. Teacher mentors attend the New Teacher Center Mentor Academy multiple times a year, both during and after school, where they learn skills mentoring, observation, and assessment skills to provide support for teachers in need. This year, we are fortunate to deploy two teachers who are in their second year of service as mentors. And even tenured teachers are invited to benefit from the assistance of a mentor-teacher, upon request.

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).

During the course of each week, teachers, paraprofessionals and administrators meet altogether to review the components of highly effective teaching as expressed in the Danielson Framework. Additional weekly meetings are held for review of student work and data; for common planning and aligning lessons with the Common Core; for curriculum review. Teachers already on staff are invited to sessions if they request a refresher, or in cases where systems are revised. This year, for example, all Reading teachers received instruction on a new data web-based collection system measuring student progress in literacy.

On-site support is also provided by professional development consultants in Mathematics from AUSSIE (40 days) and the school has employed a full-time Literacy Coach to support teachers in the challenges we face in Literacy, and a full-time coordinator for our AIS and Middle School Quality Initiative (MSQI) work. Network coaches also support teachers in workshops on site and off site, and inter-visitations are conducted with other schools to gain a larger perspective on our practice. School leaders and coaches support teachers by giving formative feedback in the classroom, using the Danielson Framework.

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Allocation of funding streams for specific subgroups is carefully monitored by our Business Manager and Network Support Team. The "intent and purpose" of these funds is clearly delineated to support the special needs of our students who fall under the stated categories, in alignment with the overall investment by the government to educate all of our students.

Funds are coordinated and integrated as a means to improve the quality and effectiveness of teaching strategies and instructional models, thereby improving the quality of education experienced by all students in the school and providing

support and outreach to families. This includes:

- Title I, Title I Rollover Corrective funds and Title I Focus Funds used for supplies, equipment, and per session for before- and after-school activities including academic support and summer Professional development programs, and Consultant fees, Translation services, and Parent Involvement
- Title I funds used to offset cost of Assistant Principal, Special Education teachers, content area teachers who provide Academic intervention, and Guidance Counselor who will work to support Staff Development, Mentoring, Special Education, Students in Temporary Housing, and Parental Involvement and Translation services and materials.
- Fair Student Funding, NYSTL and Technology grant funds used to ensure all students receive access to books and learning materials, and to support technology resources on a daily basis, as well as Consultant fees for providing student services and activities.
- Contract for Excellence funds used to fund Mentoring program provider and Math Curriculum Development Consultant and offset the cost of teachers to provide Professional Development, Per Diem sub days, mentoring, training and increase retention of staff members, as well as provide dedicated instruction to students.
- Title III funding designated to support our English Language Learners will provide supplemental programs through Supervisor and Teacher Per Session hours to support students who already benefit from a DoE funded Saturday program, as well as the regular instruction they receive throughout the year.
- Tax Levy Middle School Quality Initiative funds to support Supervisor and Teacher Per session hours to provide additional support to strengthen literacy instruction through a focus across content areas.

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.).

N/A

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.

During the week of August 26, 2013 and during our full-staff conference dates of September 3 and 4, time was allocated for teachers and administrators to meet and discuss the multiple assessment measures. The local school committee responsible for recommending the schools Measures of Student Learning (MoSL) selection also met and presented to the faculty the issues surrounding this choice. Review of data from last year's school-wide and state-wide measures also informed the conversation, as well as the implications of the curricular decisions on assessment that were faced by the school. Special attention was given to the sixth grade staff, who share a measure of common contents through the MSQI program, and whose students are tested using the DRA.

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).

URBAN SCIENCE ACADEMY

PATRICK KELLY – PRINCIPAL | LUIS GRATEREAUX – PARENT COORDINATOR

Parent Involvement Policy (PIP) 2013-14

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;

URBAN SCIENCE ACADEMY

PATRICK KELLY – PRINCIPAL | LUIS GRATEREAUX – PARENT COORDINATOR

SCHOOL-PARENT COMPACT

REQUIRED OF ALL SCHOOLS

MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. USA School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. USA Parent/Guardian Responsibilities:

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

III. USA Student Responsibilities:

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

**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 9	Borough Bronx	School Number 325
School Name Urban Science Academy		

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

Principal Patrick Kelly	Assistant Principal Kerin Hoffman
Coach Anna Herrera	Coach Mandy Ehrlich
ESL Teacher Lindsey Corcoran,	Guidance Counselor David Summerville
Teacher/Subject Area Jeannette Consoro, Science	Parent type here
Teacher/Subject Area Elvis Vasquez, Math	Parent Coordinator Luis Gratereaux
Related Service Provider Michele Morris, Speech	Other type here
Network Leader(Only if working with the LAP team) Yuet Chu	Other type here

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	2
Number of certified bilingual teachers currently teaching in a bilingual program	2	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	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	384	Total number of ELLs	123	ELLs as share of total student population (%)	32.03%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish

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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)							0	0	0					0
Dual Language (50%:50%)							1	1	1					3
Freestanding ESL														
self-contained							1	1	1					3
Discrete ESL class							1	1	1					3
Total	0	0	0	0	0	0	3	3	3	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	123	Newcomers (ELLs receiving service 0-3 years)	71	ELL Students with Disabilities	21
SIFE	36	ELLs receiving service 4-6 years	26	Long-Term (completed 6+ years)	26

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	0	0	0	0	0	0	0	0	0
Dual Language	27	7	0	8	1	2	12	0	3	47
ESL	43	22	11	18	0	7	15	0	8	76
Total	70	29	11	26	1	9	27	0	11	123

Number of ELLs who have an alternate placement paraprofessional: 2

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													

*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	EL	EP	EL	EP	EL	EP										
Spanish													10	8	12	9	20	6	42	23
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	10	8	12	9	20	6	42	23											

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): 66 Number of third language speakers: 0

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 0 Hispanic/Latino: 66
 Native American: 0 White (Non-Hispanic/Latino): 0 Other: 0

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							15	22	27					64
Chinese														0
Russian														0
Bengali							1							1
Urdu														0
Arabic								1						1
Haitian														0
French							1		2					3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other							6	1	6					13
TOTAL	0	0	0	0	0	0	23	24	35	0	0	0	0	82

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)							6	11	13					30

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)							8	11	14					33
Advanced (A)							13	6	17					36
Total	0	0	0	0	0	0	27	28	44	0	0	0	0	99

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	22	3	0	0	25
7	16	2	0	0	18
8	31	2	0	0	33
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	23		2		1				26
7	27		1						28
8	41		1						42
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	8		9		6		2		25
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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.

For the past six years, we have used American Reading Company's IRLA (Independent Reading Level Assessment) to assess our whole school first in September than on a rolling basis throughout the year. At present, the average reading level in the school, for all populations, is fourth grade. For ELLs, the average reading level is 3rd grade, although the range is much greater, from Kindergarten for newcomers to 8th grade for some Advanced students. This data helps us to decide class placement, Extended Day groupings and book and material orders. During Common Planning meetings, ESL teachers work with ELA teachers to plan rigorous curriculum for all students, and assist each other in differentiation. Because our 2013 NYS CCS exam data placed our students overwhelmingly in Level 1, this personalized reading data which we've gathered over the years has become even more crucial. We also collect baseline writing data in house, baseline math data via SchoolNet, and have introduced the Word Generation MSQI program in the 6th grade to target our lowest reading 6th graders as early as possible. This last data set has yielded two Wilson Reading groups, one comprised of beginner ELLs with 2-4 years in the country.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
On the LAB-R, 90% of newcomers with any home language are unable to answer any of the English questions. Most Spanish-speaking newcomers score below a 50% on the Spanish LAB. Across grades, students are generally spread evenly among the proficiency groups, due to our large amount of newcomers every year.
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](#))

Paste response to question here:

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

In our Dual Language program, students' native language reading and writing levels continue to be lower than their English levels. We have not yet administered this years' ELL Periodic Assessments

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](#).)

Paste response to question here:

6. How do you make sure that a child's second language development is considered in instructional decisions?
Our Dual Language program was opened last school year specifically to address the needs of our many ELLs, former ELLs and general education students with moderate to high Spanish language proficiency, both those who have an interest in improving their Native Language literacy and those who we believed would acquire English literacy faster if we improved their literacy in Spanish. We have seen a large growth particularly in the Spanish writing, spelling and grammar skills of our DL students in 7th and 8th grade who are currently in the second year of the program. In all programs, we encourage students to translanguage at any time, confer with teachers or peers in their native language, etc.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?

EP students are assessed in Spanish, starting this Spring, using the Spanish version of American Reading Company's IRLA. We estimate at this point that Spanish language reading levels are on average 1-2 years below English levels.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate our programs based on baseline and endline reading levels, writing samples and math assessments. Our newcomer ESL and DL teachers, because they follow students in those small programs year to year, maintain work samples over two years as well. We evaluate success based on growth as seen by these instruments.

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](#).) Upon enrollment guardians of new admits to the country complete the Home Language Identification Survey (HLIS) in English or their native language, assisted if necessary by a translator based on home language. The initial student screening is conducted by the assistant principal, Kerin Hoffman. The school secretary or parent coordinator will then conduct an informal interview of the parents and students and assists the parent in filling out the HLIS. Translation is provided for parents who speak another language other than English. Our school has a list of languages spoke by staff member, however if the language is not available at the school, we contact the Translation and Interpretation Unit at the NYC Dpartment of Education for assistance. Once it has been determined that the student may be an ELL the LAB-R is administered by the Dean and an initial reading assessment as administered by an ESL teacher. If the student is an ELL as determined by the LAB-R scores, an Entitlement Letter is sent home indicating the child has been identified as an ELL by the LAB-R test. The results of the test are included in this letter and an appointment for a parent orientation is also included in this letter.
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.
At the parent orientation an ESL teacher (varies), the assistant Principal (Ms. Hoffman) and the Parent Coordinator (Mr. G) are present. During the orientation parents are informed of the rights as parents of students identified as ELLs, the process of identifying ELLs, and the three programs available for their ELL child. Parents will also be provided information about the core curriculum, learning standards, expectations for students, and assessment. In addition, parents are shown a video provided by NYCDOE which furthers explains the three programs available in NYC and a parent brochure. Parents are then instructed to fill out the Parent Program Selection form. This forms asks parent to choose the program they prefer their child to attend. Parents are provided with translated materials and interpreters when necessary. The process of administering the LAB-R and conducting the parent orientation are completed within 10 days of enrollment.
Completion of all forms will be requested during the orientation. Parents who wish to make a decision at that time may return it then. For parents who wish to have more time to decide, we will announce the deadline for the receipt of forms and make follow up phone calls to request them on time. Parents will be informed that failure to return the Parent Survey/Program Selection form within the designated time will be considered a selection for the ESL program. A running record is kept of parents selections, this data is revisited every time a new student is enrolled to determined whether or not the school has now the appropriate number of students in contiguous grades to open the requested program.
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](#)].)
Once the parent coordinator receives forms, the assistant principal enters them into ELPC and a school spreadsheet. Any missing forms are reported back to the parent coordinator or dean for follow up. The AP then fills out and mails entitlement letters. In June, ESL and bilingual teachers may make recommendations for program changes by students. In this case, the dean contacts parents over the summer to discuss possible benefits of a certain program, and parents sign updated forms giving permission to change from ESL to Dual Language, or vice versa. We also have parents come in during the school year to request a program change, and ask them to sign updated paperwork at that time as well.
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.

After students are administered the LAB-R and an in-house reading test, the assistant principal and an ESL teacher compare English and native language literacy ability (if possible, if the home language is Spanish). If a student is above a 2nd grade reading level in English and has some Spanish language skills, we speak to the parent in English or Spanish (the AP as well as the parent coordinator, dean and secretary are bilingual) about placement in a Dual Language class in order to improve skills in both languages. If a student has low native language skills and/or scores below a second grade reading level, we ask the parent if an ESL program to improve English literacy first is acceptable. If the student has an IEP, that student is first placed in the appropriate special education class, and ESL services are offered on a push in or pull out basis supplementally.

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.

A schoolwide schedule is created by the assistant principal to create three "testing days." On these days, the whole school is in a quiet testing mode and ELLs are organized by grade and teacher to take one of the three written parts each morning with an ESL teacher. The speaking exam is done by all teachers after training by the assistant principal. A spreadsheet is created for the AP to check in each modality as it is completed. Makeups are done by the dean or literacy coaches the next 1-2 days after administration.

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.  Parents of newcomers to the country are, the majority of the time, interested in ESL classes, as they are eager for students to begin learning English. Most of the students in our Dual Language classes are parent requests for 3-6 year, long-term or former ELLs, as students are often ready to , and benefit from, transferring knowledge between home and school languages. Our programming is aligned with parent requests. The opening of a Dual Language program during the 12-13 school year was in response to parents interested in a bilingual program as well as parents interested in increased native language literacy.

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])?

Our ESL program is split into four parts: Newcomer, Dual Language, self-contained ESL and Special Ed pullout.

1. Our three DL classes, one on each grade level, are departmentalized, with one bilingual science teacher, one bilingual math teacher, and two bilingual/ESL teachers, as well as two NLA teachers. Students all speak Spanish as a native language, are grouped by grade. NYSESLAT proficiency levels are mixed.
 2. Our two newcomer classes serve students with 0-2 years of service in the country, are heterogenously grouped by grade (two 6-7-8 bridge classes). 701 is the newcomer tier, and when students reach a second grade reading level they move up to the second tier, 801. These classes are self-contained with an ESL teacher, ESL social studies teacher, bililngual science teacher and two math teachers. NYSESLAT proficiency levels are mixed, though most are taking it for the first time or scored Beginner in spring 2013.
 3. Our three self-contained ESL classes are grouped by grade, one on each grade level, and contain current ELLs, former ELLs, and general education students whose home language may not be English but passed the LAB in elementary school. NYSESLAT levels are mixed. This class is also departmentalized by subject and taught by an ESL teacher, math, science and social studies teachers.
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)?

Because of the number of ESL teachers on staff and the whole-class self contained models of ESL, we are able to deliver more than the minimum amount of ESL and ELA instruction. Newcomers receive a minimum 11-12 periods per week of ESL, all ELLs in Dual Language and self-contained ESL receive a minimum 9 periods per week of ESL as well as instruction from bilingual math and science teachers.

Instruction for ELLs follows these requirements:

- 360 minutes per week for beginners
- 360 minutes per week for intermediate
- 180 minutes per week for advanced ELLs

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.

In the ESL classes, content is delivered in English, with student-student or student-teacher translanguaging encouraged throughout the day. Teachers are encouraged to use grouping as the main instructional model rather than whole class delivery, in order to tier work products and assessments based on student YOS and literacy levels. All ESL teachers include vocabulary instruction daily, have word walls in their classroom, use visuals to support language development.

DL teachers follow the same set of expectations. Additionally, every other week the language of instruction is switched so that all content is learned in both languages. Assessment materials, word walls etc are provided in both languages.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In Spring 2014, we will begin using our IRLA reading level assessment in Spanish in order to assess the NLA levels of the students in our Dual Language classes.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Our curriculum includes assessments involving speech and drama, essay-length writing and revision, and daily reading periods. Teachers employ a variety of methods for delivering class texts, including read alouds and text study to assist in listening comprehension.
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).

Our newcomers are placed in two dedicated classes until they reach a 3rd grade level in reading and English math skills. These homerooms are taught by an ESL teacher trained in ELL and elementary strategies in order to move students quickly. They also have content area courses with licensed content teachers in order to receive grade level content instruction and not fall further behind their peers.

ELLs with 3 or more YOS receive ESL instruction in either mixed ESL or DL classes. Strategies used by teachers include repetition, group work, graphic organizer and on-paper vocabulary scaffolds in each content area.

Differentiation also includes:

Reading mini-lessons to build independent reading skills

One to one and small group strategy conferences

Shared reading of grade level texts

Vocabulary instruction via ExCELL and Word Generation

Hochman writing systems and strategies

QTEL strategies

Phonics instruction/Wilson for students struggling at the K-2 reading levels

Access to the general education curriculum for LTEs and Advanced students

Extended Day courses in math and writing assist students needing remediation. Courses in music lyrics, art history, fiction genres also serve as vocabulary and content enrichment.

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?

Our staff meets weekly in integrated grade/subject teams (including ELL, Gen Ed and Special Ed) to discuss best practices and differentiation strategies. Data meetings monthly serve to keep teachers updated on current ELL, SWD and data status for all their students. Our special education teachers spend additional time in small group instruction and on the speaking and listening modalities. All supports listed above for beginner ELLs are also available for SWDs. Special Education teachers also receive additional training in Executive functioning, use of the Brigance Listening and Slosson assessments, and development of SMART goals to address specific language and memory needs. Additionally, all three of our 12:1:1 paraprofessionals are bilingual, allowing ELLs in special classes to use them for language support and translanguaging opportunities.

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?

Our reading program, designed around students' individual levels, as well as Extended Day opportunities and careful deployment of special education teachers and paraprofessionals allows us to tailor much of our curriculum to student needs.

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
Native Language Arts:	Spanish
Social Studies:	Spanish

Class/Content Area	Language(s) of Instruction
Science	Spanish

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:	Spanish			
Science:				

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

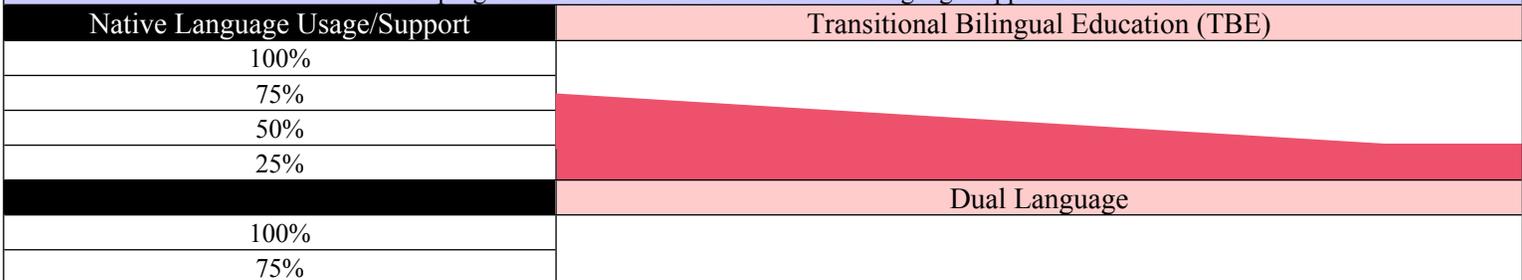
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

Our newcomer ELLs receive math instruction in both basic skills and grade level Common Core Standards. Dual Language ELLs receive all content instruction in 50% English and 50% Spanish from certified bilingual math and science teachers. Vocabulary instruction is delivered in each content area daily. Science and social studies teachers of all ELLs are also trained by the literacy coach in reading comprehension strategies, use of graphic organizers, Hochman writing strategies and thinking/processing strategies.

Extended Day and after school (and Saturday school) opportunities are also in place to provide extra reading, speaking and listening support through the arts.

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 current program for newcomers has been effective in moving students quickly from K-1 grade levels to 3rd grade levels within two years of school. Our Dual Language program has greatly improved the skills of students who had not been moving from beginner to advanced or proficient NYSESLAT levels by developing literacy and skills in both native and second languages. Our program for Intermediate and Advanced students, where they are integrated with former ELLs and General Education students, has allowed them to integrate into a general education environment sooner and more smoothly than in previous years, where the transition was done as soon as they scored Proficient and students often struggled the entire year.

11. What new programs or improvements will be considered for the upcoming school year?

Next year, we would like to give an ESL teacher additional time to see special education students as needed, beyond the requirement, to work on language skills. Additionally, we will send the content teachers of the mixed ESL/Former ELL/Gen Ed classes to QTEL trainings to improve their fluency in ELL strategies. We are also planning to expand MSQI to all grades next year.

12. What programs/services for ELLs will be discontinued and why?

None. We will continue all of our current programs.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELL teachers plan together with General Ed teachers and coaches in order to be included in decisions, discussions about resources and rigor, etc. ELL teachers have the same access to technology, resources, coaching etc as all teachers. Specific Title III programs after school and on Saturdays provide additional services.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The school has a document projector in each classroom, every teacher is supplied with a laptop. We have two laptop carts and 60 iPads for student use in class. The school has our own iTunes account to assist teachers in finding and using educational games and videos.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

ESL classes have 1-2 periods of Spanish class per week. Dual Language classes are taught in the 50/50 model, alternating by week, plus 5 periods per week of NLA. Where possible, teachers include vocabulary in French to assist the students who also speak French.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All instruction planned at 325 begins at grade level Common Core Standards. ELL teachers then differentiate text levels, groupings and lesson entry points based on student needs.

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.

All ELL students are offered a parent/student orientation before the first day of school, run by the Parent Coordinator and Assistant Principal. The Parent Coordinator also offers tours of the building. Students who enter after the first day of school are met by the Parent Coordinator, Assistant Principal and the Dean before testing begins. Parents have the opportunity to see the classroom before enrollment. Additionally, school signs are in 2-3 languages, a list of languages spoken by students and teachers is posted and a map of the world has been created outside of the main office showing the countries represented by our students and staff.

18. What language electives are offered to ELLs?

Spanish.

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)?

Our program is split into 50% English and 50% Spanish for all three grades and all students enrolled. EPs and ELLs are integrated throughout the day in a self-contained class. Math, Science and Social Studies are taught in both languages. Instruction is separated by content area, each taught by a teacher holding that license, and following the Common Core and NYC curriculums.

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.

ELL teachers are trained in QTEL, MSQI word generation (grade 6), American Reading Company Independent Reading Level Assessment, Wilson (Newcomer ESL teacher), conflict management, Executive Functioning (Special Education teachers), Translanguaging (through the NYSED-NYSIEB CUNY Grant), and weekly coaching from math and literacy coaches.

Our teachers are expected to employ many of the same teaching strategies - word walls, turn and talk, guided groups, manipulatives - as students were used to in Elementary school. Our classrooms are expected to be print rich, clean, colorful places full of process charts, words, students work, etc to foster learning in a comfortable environment. Our guidance counselor assists newcomer and long term ELLs in applying to high schools that will best suit their needs, as we have developed partnerships with both types.

Assistant Principal and math and literacy coaches attend planning meetings and run sessions weekly to analyze standards and curriculum and ensure ELL strategies are being deployed. An analysis of NYSESLAT scores is done upon release from the state to inform differentiation and attention to modalities. Vocabulary strategies, test prep strategies and engagement strategies are stressed throughout the year.

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?
 - Parents of ELLs will be engaged in a minimum of 20 hours of meaningful activities related to the academic learning of their children during school year 2013-14. We will utilize our parent coordinator to send letters and make phone calls to parents to update them about their students' progress. In addition, our PC will inform our parents through monthly newsletters and PTA meetings once a month. Furthermore, our PC will collaborate with our Academic Cabinet, guidance counselor, assistant principal of instruction, and dean to ensure that ELLs are meeting expected progress improving their skills verifiable by course grades and test scores which will be formally tracked. Parents are also encouraged to attend field trips, school wide incentive celebrations and displays of student work.

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: 09x325 School Name: Urban Science Academy

Cluster: 1 Network: 103

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.

We utilize the Home Language survey and existing ATS and ARIS data to determine translation needs. For students who's parents are from Africa, multiple languages are often spoken, and we always attempt to ascertain that information as well during registration.

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.

Over 50% of our parents consider Spanish their primary language. Both Assistant Principals, the Dean, the secretary and 40% of the staff speak Spanish. One assistant principal and one teacher speak French as well and are often called to communicate with French-speaking students or families. Outside the main office, the secretary maintains a list of languages spoken by students and staff and a map of the world denoting our heritage as a school. Before the beginning of the school year, additionally, teachers were given a Home Language and Place of Birth report from ATS and given time to analyze the report for their classes.

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.

All documents sent home are in English and Spanish, including school calendars, ELL documents, Special Education notices. ELL notices are also available in French.

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.

Parents who come into school can speak to a secretary in English or Spanish, or the AP can be called if French is needed. During parent conferences, IEP conferences, etc a translator is provided if necessary. Parents who need translation in other languages are assisted in calling the DOE translation hotline.

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>.

Parents' home languages are determined at registration and updated in ATS as necessary. Translation and interpretation is provided in writing and speech by school staff whenever necessary and in all documents sent home. Due to the large amount of staff fluent in our primary home language, Spanish, we are able to provide translation at any time during meetings, parent teacher conferences, IEP conferences, phone calls, etc. During parent association or parent meetings, or events such as graduation, are attended by the parent coordinator wearing a simultaneous translation device, and parents are offered headsets to hear the translation.

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Urban Science Academy	DBN:09X325
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	

Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: <input type="checkbox"/>	
Total # of ELLs to be served: 40	
Grades to be served by this program (check all that apply): 6 7 8	
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers:	

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:

Program 1: Additional Resources for Dedicated SIFE/Beginner Classes

This year we have two full-time SIFE, newcomer and beginner ESL sections. Students are placed in these sections full-time when they arrive at school and demonstrate no communication skills in English (reading, writing, listening, speaking). Students range from grades 6-8 based on age, and are placed in this section regardless of home language (of the currently 48 students, 8 home languages are represented). The class has a dedicated ELA/ESL/reading/social studies teacher as well as push-in math and science teachers. Language of instruction is primarily in English. Students enter the class at a kindergarten reading level, and exit to return to the beginner/intermediate grade level ESL sections when they read level 2 or 3, depending on the rest of their English communication skills. Approximately 40% of the class enters with no and little written communication skills in any language. The class requires a significant amount of early elementary reading materials, and early elementary workbooks for handwriting and letter construction. For that reason, most students in the class attend the after school program 2-3 days per week (TWTh 3:10 – 5:00) with ESL teachers in order to improve these skills using iPads, laptops, listening centers and books on tape, and guided reading book sets.

Program 2: After-School Support for newcomers and newcomer Dual Language students

This year we have opened up two Dual Language classes which include students reading at or near grade level in either English or Spanish. The newcomer Spanish-speaking students in the class - currently 8 students in two classes - receive elementary level ESL support during the day as well as content instruction in Spanish through small group instruction and differentiated materials. These students as well as the newcomers in the dedicated beginner class - currently 14 below a 1.0 grade level in reading - require extra instructional time in English after school to improve their expressive language skills, using the principles of translanguaging, so that they can contribute to class discussions in English as well as express their knowledge in writing. These 30 students attend after-school programs (TWTh 3:10 – 5:00) with a licensed ESL and a licensed bilingual teachers three days a week, and utilize technology such as iPads, laptops and listening centers to practice sight words, listening skills, spelling and writing.

Program 3: After-School ESL for Advanced and Recently Tested Out ELLs

In grades 6-8, 53 ELLs who scored Advanced or Proficient on the 2012 NYSESLAT exam scored a level 1 or 2 on the NYS ELA exam. We will open an after school program (TWTh 3:10 – 5:00) to target these students' receptive and expressive language skills, particularly in the areas of writing to persuade, reading for critical interpretation and reading non-fiction informational texts, in order to improve their ELA scores. 15 students are enrolled, three days a week, with a licensed ESL teacher, using non-fiction short texts, newspaper articles, and extension activities based on ELA lessons during the day.

Part C: Professional Development

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:

Program 1: Additional Resources for Dedicated SIFE/Beginner Class

The ESL/ELA, math and science teachers will receive professional development texts and coaching on strategies for ELLs as well as early elementary reading strategy coaching from our reading coach, literacy coach, math coach and assistant principal (Sheela Rao, Mandy Ehrlich, Ross Linegar, Kerin Hoffman) on a weekly basis (excepting Sheela Rao, twice monthly) for the duration of the school year.

Program 2: After-School Support for newcomers and newcomer Dual Language students AND Program 3: After-School ESL for Advanced and Recently Tested Out ELLs

Dual Language and SIFE/Newcomer literacy teachers (the same will be teaching after school) will receive additional support from reading and literacy coaches on using low elementary level texts in English to support students' development of literacy skills. Books include "Scaffolding Language, Scaffolding Learning" by Pauline Gibbons, "Learning to Learn in a Second Language" by Pauline Gibbons, and "Making Content Comprehensible for English Learners: The SIOP Model

Additionally, our new partnership with the CUNY-NYSIEB study on emergent bilinguals provides a team of two research partners to work with our Dual Language team for 4 hours per month on lesson planning and translanguaging strategies. In addition, our network ELL liason works at our school once per week using the observation/feedback cycle in all ELL classrooms. Discussed texts also include "Teaching in Two Languages" by Sharon Reyes, "Dual Language Essentials for Teachers and Administrators" by Yvonne Freeman, "The Two-Way Immersion Toolkit" developed by the Center for Applied Linguistics (CAL) and "Translanguaging: A CUNY-NYSIEB Guide for Educators."

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

Begin description here:

Continuing a program from previous years, parents will be offered ESL after school or on Saturday, depending on parent availability, with an ESL teacher in order to learn the basics of English communication in the school and community settings, and better understand the facets of their children's educational program.

ESL teachers, in addition to the above supports, will receive support from the Parent Coordinator (Luis Gratereaux) with parent outreach and contact, and will receive support in practice from the supervising building leader (Patrick Kelly) on a bi-weekly basis.

In addition to the Saturday ESL program for parents, and the mandated activities, parents will be invited to quarterly meetings with the parent coordinator (Luis Gratereaux), the Principal (Patrick Kelly) and Assistant Principal (Kerin Hoffman) or the PA President to discuss the various programs, instructional initiatives, student progress, parent concerns. These meetings will take place monthly, and topics include Common Core curriculum, testing expectations, testing guidelines for ELLs and ELLs with IEPs, NYSESLAT components, current UFT and NYC DOE issues, community concerns, and open forum breakfasts.

Students will also be invited in order to foster improved conversation between all parties around student placement in a particular program (Dual Language v ESL) and success or concerns within that program's framework.

Parents will also be reminded of conference/report card dates, meetings, workshops and Saturday classes in their home language via School Messenger. During parent meetings, the Parent Coordinator wears and distributes headphones for simultaneous translation.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) Per session Per diem		
Purchased services High quality staff and curriculum development contracts.		
Supplies and materials Must be supplemental. Additional curricula, instructional materials. Must be clearly listed.		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		