



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(SCEP)**

School Name: URBAN ASSEMBLY ACADEMY OF CIVIC ENGAGEMENT

DBN (i.e. 01M001): 08X366

Principal: MARY-ANNE SHEPPARD

Principal Email: MSHEPPA3@SCHOOLS.NYC.GOV

Superintendent: TIMOTHY BEHR

Network Leader: SHANNON CURRAN

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
Mary-Anne Sheppard	*Principal or Designee	
George Cabezas	*UFT Chapter Leader or Designee	
Lynette Irizarry	*PA/PTA President or Designated Co-President	
Marisol Estevez	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Buckner	Member/ Parent	
Elaine Wenzell	Member/ Parent	
Wanda Barrett	Member/ Parent	
Beatriz Banuelos	Member/ Staff	
Tara Rolla	Member/ Staff	
Christina Gavin	Member/ Staff	
Santa Martinez	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
x	Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
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 08X366

School Configuration (2013-14)					
Grade Configuration	06,07,08	Total Enrollment	160	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	37	# SETSS	N/A	# Integrated Collaborative Teaching	12
Types and Number of Special Classes (2013-14)					
# Visual Arts	12	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	73.4%	% Attendance Rate		89.7%	
% Free Lunch	78.2%	% Reduced Lunch		7.8%	
% Limited English Proficient	10.4%	% Students with Disabilities		33.7%	
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	N/A	% Black or African American		23.8%	
% Hispanic or Latino	62.7%	% Asian or Native Hawaiian/Pacific Islander		4.1%	
% White	9.3%	% Multi-Racial		N/A	
Personnel (2012-13)					
Years Principal Assigned to School	0.25	# of Assistant Principals		1	
# of Deans	N/A	# of Counselors/Social Workers		1	
% of Teachers with No Valid Teaching Certificate	4.4%	% Teaching Out of Certification		4.4%	
% Teaching with Fewer Than 3 Years of Experience	34.8%	Average Teacher Absences		7.2	
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	8.1%	Mathematics Performance at levels 3 & 4		4.0%	
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		45.3%	
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	Yes
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	Yes	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	N/A
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander	N/A
White	N/A	Multi-Racial	N/A
Students with Disabilities	N/A	Limited English Proficient	N/A
Economically Disadvantaged	No		

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.						
<p>The variety of goals allowed us to target school improvement with a multi-pronged approach. We focused our work on school leadership, teacher practice, teacher team work, social emotional learning, and the necessary communication between the school and the family. This communicated a clear message that all members of the school community share the responsibility of improving our students' academic achievement. Additionally, these goals resulted in capacity being developed at all levels. School leaders developed their capacity to provide meaningful teacher feedback, teacher leaders developed their understanding of the school's theory of action and their leadership skills, and teachers/ teacher teams developed their capacity to meet their students' needs. These goals were repeatedly communicated to the entire school community throughout the school year. School leaders engaged in "checkpoints" throughout the year to ensure we were on track to meeting our goals and to determine what steps we needed to take to address potential barriers. These checkpoints consisted of the Instructional Cabinet reviewing the following data: attendance, course pass rates, marking period averages, DRP scores, Acuity scores, discipline data, etc.</p>						
Describe the areas for improvement in your school's 12-13 SCEP.						
<p>-Goal #2 speaks to the teacher teams engaging in one full cycle of the Inquiry cycle. To avoid possible confusion that inquiry work is completed at some point, this should have been communicated as, "All teacher teams will engage in ongoing cycles of inquiry." -The CEP speaks to ELA and Math coaching. Due to network initiatives, ELA teachers received more support than math teachers did and this has been remedied for the 2013 – 2014 school year. -Due to the scheduling and programming that was developed by the previous principal, department teams were unable to meet on a weekly basis. This has been remedied for the 2013 – 2014 school year.</p>						
Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.						
<p>_Time was the greatest challenge. During this 2012 – 2013 school year, we were preparing for the first NYS Common Core-aligned exams, developing familiarity with the Danielson rubric, and establishing various systems and structures. Therefore, it was often challenging to have teachers meet with each other and school leaders to address all of these demands.</p>						
Describe the degree to which your school's 12-13 SCEP was successfully implemented.						
<p>Instructional Feedback: School leaders provided teachers with a variety of actionable, instructional feedback which resulted in 100% of teachers strongly agreeing or agreeing with the following statement on the 2013 Learning Environment Survey (LES): School leaders give me regular and helpful feedback about my teaching. This was an increase of 54% from the 2012 LES. NYS Exam Data: The ELA median growth percentiles for the school community and the lowest third rose from 55 to 63 and 61 to 85, respectively. The Math median growth percentiles for the school community and the lowest third rose from 40 to 62 and 52 to 81, respectively. Learning Environment Survey: Our work resulted in improvement in all four categories: Academic Expectations, Communication, Engagement, and Safety and Respect. Quality Review: Our work resulted in a Proficient score on our May 2013 Quality Review. Degrees of Reading Power: Over the course of the 2012 – 2013 school year, the number of students at or above grade level almost doubled (from 33 to 64). Teacher Leadership: Four teachers were developed as teacher leaders, resulting in their identification as Peer Instructional Coaches and Demonstration Teachers by the Teacher Incentive Fund. Student Feedback: The percentage of students strongly agreeing or agreeing with the following statement on the 2013 LES increased from 32% to 83%: I feel comfortable going to an adult when I am having a problem in class or if something is bothering me. Communication with Parents: Throughout the 2012 – 2013 school year, families received four progress reports, four report cards, and information about their child's progress on the DRP.</p>						
Were all the goals within your school's 12-13 SCEP accomplished?				Yes	X	No
If all the goals were not accomplished, provide an explanation.						
<p>Goal #1: While 96% of the feedback items were provided to teachers, one of the items was not met in its entirety.</p>						
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				
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Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.

The major challenge we will continue to face is ensuring a coherent approach to meeting all of our goals, knowing that time is a limited resource.

List the 13-14 student academic achievement targets for the identified sub-groups.

English

English Language Learners: The percentage of students scoring in the 75th growth percentile or higher will increase from 44% to 50%.

Lowest Third Citywide: The percentage of students scoring in the 75th growth percentile or higher will increase from 51% to 56%.

Students with Disabilities: The percentage of students scoring in the 75th growth percentile or higher will increase from 59% to 64%.

Black and Hispanic Males in the Lowest Third Citywide: The percentage of students scoring in the 75th growth percentile or higher will increase from 58% to 63%.

Math

English Language Learners: The percentage of students scoring in the 75th growth percentile or higher will increase from 55% to 60%.

Lowest Third Citywide: The percentage of students scoring in the 75th growth percentile or higher will increase from 53% to 58%.

Students with Disabilities: The percentage of students scoring in the 75th growth percentile or higher will increase from 60% to 65%.

Black and Hispanic Males in the Lowest Third Citywide: The percentage of students scoring in the 75th growth percentile or higher will increase from 51% to 56%.

Describe how the school leader(s) will communicate with school staff and the community.

The school leader communicates with the school staff during Monday staff workshops, the daily Morning Notes, school leader meetings, and day to day communication. The school leader communicates with the community during annual events, such as the Parent Summit, Curriculum Night, and the Kick Off student assembly. The school leader also communicates with the community through the SLT and PA meetings, Global Connect, an automated messenger service, mailings, and the school's website

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



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Civic Engagement

Each and every Civic scholar is prepared for future academic, professional,
and personal success.



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Designing coherent instruction (1e): *At Civic, we will refine our curriculum to consistently reflect a rigorous, Common Core-aligned approach that is horizontally and vertically aligned. We will continue to emphasize key standards, deepen our understanding of literacy development, and challenge our students to become critical readers, writers, speakers, and thinkers. Teachers will continue to use the Depth of Knowledge chart to develop rigorous tasks and elements of Understanding by Design, such as essential questions and transfer goals, to create coherent units where literacy is purposefully embedded.*

Engaging Students in Learning (3c): *At Civic, we will structure our lessons to allow for independent work time where students are applying or developing what they know and to allow for a share and/or summary where students reflect on their learning and identify their next steps. We will design our activities and assignments to be fully aligned to clear learning goals and to cognitively challenge and engage our students. We will utilize a variety of student grouping strategies and instructional materials and resources to support student learning and engagement.*

Assessment in instruction (3d): *At Civic, we will use the inquiry cycle to drive how we respond to student need at the school, department, class, and individual student level. We will use formative and summative assessments to monitor student progress towards meeting the reading, writing, and content expectations found in the Common Core Standards. We will use progress monitoring systems to differentiate our curriculum and instruction and students will receive feedback from their peers and teachers through conferencing, shares, and written comments.*

Culture for Learning: *At Civic, all members of the community are responsible for creating and supporting an environment of respect and rapport where expectations are clear, consistent, and fair. Staff members convey the importance of the learning and all students receive the message that they are capable of meeting high expectations. In order to develop students who are prepared for high school and beyond, we will focus on the following academic behaviors: motivation, engagement, work habits/ organizational skills, communication/ collaboration skills, and self-regulation. Quality, effort, resilience, and persistence are expected and are recognized.*

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

Our strategy is to communicate the theory of action to all stakeholders early in the school year and to then bring the work back to our Theory of Action consistently throughout the school year. This year's Theory of Action was communicated to the staff in May 2013, to parents at our Annual Parent Summit on September 4, 2013, to students at our annual Back to School assembly on September 11, 2013, and on our school's website. The Profession Development Plan, Instructional Cabinet agendas, House Leader agendas, and SLT agendas are developed throughout the school year to ensure alignment to our Theory of Action.

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

Our SCEP reflects a cohesive vision for school improvement and takes into account the academic and social needs of our students. Our SCEP also reflects our core values as a school staff: community, collaboration, and a focus on results.

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

The distributed teacher leadership at Civic is strong and is further supported by the Teacher Incentive Fund. The two Peer Instructional Coaches are adept at supporting teacher growth, the department chairs are skilled at facilitating curriculum development and inquiry work, and the house leaders skillfully lead their teams in identifying student and school social emotional needs. Additionally, the Urban Assembly network provides a variety of support (leadership support, instructional support, operations support) to oversee and manage the improvement plan.

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).

NYC Progress Report:
English Language Arts: 8.1% of students attained a Level 3 or 4 on the NYS exam.
Math: 4% of the students attained a Level 3 or 4 on the NYS exam.)

Review Type:	Progress Report	Year:	2013	Page Number:	3	HEDI Rating:	D
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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.

	2.2 School leader’s vision	2.3 Systems and structures for school development
X	2.4 School leader’s use of resources	2.5 Use of data and teacher mid-management effectiveness

Annual Goal #1

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

By June 2014, all students will have participated in four cycles of Academic Support (small group instruction targeted to individual needs for two hours each week), which will result in a doubling of the percentage of students scoring a level 3 or 4 on the 2014 NYS exam.

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. Small group instruction for one half hour, four times per week. This will allow for students to received individualized intervention embedded in the school day to ensure all students receive the support they need. In order to meet the mathematical demands of the Common Core Standards, students must be able to compute fluently so they can develop the conceptual understanding necessary. Our assessment and intervention has been designed to assess and support students’ capacity with these “fluencies”. Reading and learning English have been prioritized for our struggling readers and English Language Learners, respectively.
2. We will move to a seven period day, allowing for hour long periods where teachers have more time to support individual students, as a means to provide more individualized conferencing and small group instruction.
3. House leader inquiry work has been strengthened and meetings have become more data based. Inquiry work will be strengthened to ensure teachers’ ability to look at student and teacher work allows for the development of strategies to support individual and groups of students with common needs. For example, the math inquiry team is using their inquiry work to assess, address and monitor students who struggle with number sense and operations.

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

1. All teachers will lead a group of students, excluding the Peer Intervention Coaches who will provide support, as needed. Math Department Chair will coordinate the development, administration, and analysis of the baseline math fluency assessments. ELA Department Chair will coordinate the approach to small group literacy within the ELA groups.
2. Staff participated in a spring 2013 School-based Option vote to reduce our daily schedule from 8 to 7 periods and to allow for the academic support period.
3. House Leaders will facilitate a discussion of student data and student work to determine how students will be grouped. These programming decisions are based upon NYS exam data, DRP data, ELL progress, and performance on the math department’s inquiry assessment.

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

1. ELA Academic Support: The DRP (administered in September, December, and May) and the ELA course pass rates will be used to evaluate student progress and effectiveness of the intervention. We aim to increase the percentage of students reading at or above grade level by 10%. Math Academic Support: The fluency assessment will be administered at the conclusion of each marking period to evaluate student progress and effectiveness of the intervention. We aim to increase the percentage of students who can successfully complete the assessment by 10%. Course pass rates will also be utilized.
2. Using the first marking period as a baseline, we aim to increase the pass rate of each course by 5%.
3. House leader inquiry work will be monitored with a middle of the year and end of the year data survey.

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

1. During the first marking period, all students will participate in leveled reading instruction based on their 2013 NYS ELA exam scores. However, ELLs will receive additional ESL instruction and the highest performing eighth grade students will participate in Media Impact, a program designed to challenge them cognitively. During

the second marking period, our most struggling readers, as evidenced by the 2013 DRP scores, will continue to participate in leveled reading instruction. ELLs will continue to receive additional ESL instruction and the highest performing eighth grade students will continue to participate in Media Impact, a program designed to challenge them cognitively. Students will be grouped for math intervention based on their fluency assessment results. During the third and fourth marking periods, assessment data will be analyzed to determine student groupings.

2. The entire 2013 – 2014 school year.
3. Weekly House Leader meetings occur on Tuesdays for the entire 2013 – 2014 school year.

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

1. Teacher and student programs include a half hour of Academic Support after lunch, four days per week. This was a result of a School-based option vote in spring 2013 that was unanimously approved.
2. Hiring of an additional ELA/ Special Education teacher allowed the small group Academic Support periods to occur and to allow all houses to meet weekly.
3. 35 sessions x 1.25 hours per session of ELA Afterschool Academy = 45 units. 45 units x 3 teachers (one teacher per grade) = 135 units. 135 units x \$41.98 (hourly rate) = \$5,667.30 per session Job ID GNVB5
4. 41 sessions x 1.25 hours per session of Math Afterschool Academy = 51.25 units. 51.25 units x 3 teachers (one per grade) = 153.75 units. 153.75 units x \$41.98 (hourly rate) = \$6,454.43. Job ID GNVB6
5. Teacher leaders supervised the Afterschool Academy 153.75 units x \$41.98 (hourly rate) = \$6,454.43 Job ID GNVB5
6. 8 Cartons of paper (\$39 per box) and 2 toners (\$190) to generate the Academic Support curriculum. \$312 + \$380 = \$692 Activity Code RC0X
7. 14 laptops for student use during Academic Support and Afterschool Academy 14 x \$585 = \$8,190 Activity RC0X
8. Student planners were purchased to develop students' capacity as responsible, independent learners so we would see an increased pass rate. Planners were introduced and monitored during Academic Support. 225 planners x \$3.40 = \$858.32 Activity R9EK
9. Textbooks were purchased to supplement existing materials. \$3,057.90 Activity R9EK

Budget and Resource Alignment

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

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

Fair Student Funding, Teacher Incentive Fund

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	x			PF RTI		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).

Expand the school's curricula to insure access to a wide range of learning experiences that promote high levels of cognitive engagement across content areas, leading to college and career readiness for all students. (1.1)

Review Type:	QR	Year:	2013	Page Number:	4	HEDI Rating:	Effective
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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.

	3.2 Enact curriculum		3.3 Units and lesson plans
x	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 2014, each teacher will have received feedback on a unit map, lesson plan, and a unit exam from their colleagues using the Danielson Framework for Effective Teaching Domain I and/ or a standards gap analysis protocol., so that 75% of teachers are rated effective or higher on Component 1e: Designing Coherent Instruction.

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. Teams will use Danielson Component 1c to provide feedback on unit maps. Teams will use Danielson Component 1e to provide feedback on lesson plans. Teams will use a standards gap analysis protocol to provide feedback on unit exams. Teachers will incorporate the feedback into their curriculum items.
2. Teams will engage in inquiry work to monitor the effectiveness of their curriculum and instruction and to identify those students who are struggling. Teachers will look at student work and teacher practice to identify actionable next steps to improve how we meet the needs of all students.
3. The school will develop a common understanding of what college and career readiness at the middle school level looks like. We will establish how we define college and career readiness at the middle school level and we will map out how we will attend to each of the four bullets.
4. The Principal and Peer Instructional Coaches will initially facilitate and model these protocols. Department Chairs will use weekly department meetings to provide feedback

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

1. The Principal, Peer Instructional Coaches, and department chairs
2. All core teachers meet with their departments weekly to engage in inquiry work, facilitated by the Department Chairs.
3. The Instructional Cabinet

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

1. Teacher-submitted artifacts will be evaluated according to the Advance evaluation system and the Danielson Framework. We aim for 75% of our teachers to attain an effective rating on 1e: Designing Coherent Instruction. The principal will review data with a midyear (February) goal of 50% of teachers rating effective on 1e.
2. Instructional Cabinet meetings will be used for departments to share out their progress with the inquiry work. Additionally, the Instructional Cabinet will analyze student data each marking period to monitor our effectiveness with supporting student learning. Using the first marking period as a baseline, we aim to increase the pass rate of each course by 5%.
3. This will be developed prior to the school year starting and communicated to all stakeholders. By March 2014, all students will have participated in one college and career readiness advisory lesson. By June 2014, all students will have participated in two college and career readiness advisory lessons.

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

1. By December 2013 – All teachers will have received feedback on a unit map. By March 2014 – All teachers will have received feedback on a unit map and a unit exam. By June 2014 - All teachers will have received feedback on a unit map, a unit exam, and a lesson plan.
2. By December 2013, all departments will have identified a focus question, a target group, and an instructional strategy. By March 2013, all departments will have collected data to monitor and revise their inquiry work. By June 2014, all departments will present their inquiry work to the staff.
3. By September 2013, there will be physical evidence of our college and career readiness work throughout the school. Advisory lessons will be used to target the four components

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

1. All Department Chairs and Instructional Leaders are programmed for a weekly Instructional Cabinet meeting. Additionally, all core teachers are programmed for a weekly department meeting. Monday PD workshops and the six half days that were approved via a School-based Option vote are also used to support this work.
2. All core teachers are programmed for a weekly department meeting. Teacher Incentive Fund provided funding for two peer instructional coaches and two demonstration teachers. Citywide Instructional Expectation funding allows for teacher leaders to engage in inquiry work and curriculum development for twenty three hours during each semester. 6 teacher leaders x 46 hours = 276 hours.
3. Students are programmed for a fourteen minute AM Advisory period each morning and one half hour Advisory period after lunch on Mondays.

Budget and Resource Alignment

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

PF Set Aside	x	Tax Levy	Title IA	Title IIA	Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.							
Fair Student Funding, Teacher Incentive Fund							
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	x	PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement	
PF Positive Behavioral Management Programs			PF RTI			PF Supporting Great Teachers & Leaders	

Goal and Action Plan #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).			
Strengthen instructional practices across content areas to meet the varied needs and interests of a wide range of students, via discussions and tasks that engage all learners in higher order thinking. (1.2)			
Review Type:	QR	Year:	2013
		Page Number:	5
		HEDI Rating:	Developing

Tenet 4: Teacher Practices and Decisions

Indicate using an “X” the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
x	4.2 Instructional practices and strategies		4.3 Comprehensive plans for teaching
	4.4 Classroom environment and culture		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.
By June 2014, 100% of teachers will possess a normed understanding of the Charlotte Danielson’s Framework for Teaching Component 3c: Engaging Students in Learning, as measured by our Norming protocol where we rate a video of teacher practice.

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"> Professional development workshops where teachers observe a video and evaluate a teacher’s practice, using Component 3c. During this protocol, teachers rate the teacher’s practice independently first, then in small groups, and then as a whole staff. When there is not complete alignment, we engage in a discussion, using our low-inference evidence, to debate the rating. Learning Walks will be used throughout the school year to monitor and respond to student engagement schoolwide, using the NYCDOE’s talent coach protocol. School leaders will observe teachers and provide feedback on Component 3c. The principal and peer instructional coaches will engage in 8 hours of norming with the NYCDOE’s talent coach. All peer instructional coaches and demonstration teachers will attend a professional development with the Danielson group.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> Principal and Peer Instructional Coaches Instructional Cabinet Principal and Peer Instructional Coaches
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> When rating 3c, data will be collected to determine how close we are to norming. We will collect ratings provided by staff initially and after a norming discussion. After each Learning Walk, the Cabinet will determine schoolwide next steps which will be communicated to the staff via a school memo. Before each Learning Walk, we will review the next steps posed in the previous walk to assess schoolwide progress. When the Cabinet meets to debrief, we will reflect on our progress and determine next steps. Principal will monitor the ratings teachers are receiving for Component 3c.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> By December 2013, teachers will have rated two teacher videos. By June 2013, teachers will have rated four teacher videos. The Instructional Cabinet will participate in Learning Walks in November, February, and May. All teachers will have received feedback on Component 3c by December 2013. Based on these results, school leaders will develop the necessary professional development.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> Teachers are programmed for weekly professional development on Mondays and the staff approved 6 half days for professional development, via a School-based Option vote. All Department Chairs and Instructional Leaders are programmed for a weekly Instructional Cabinet meeting. Additionally, all core teachers are programmed for a weekly department meeting. Peer Instructional Coaches are programmed to engage in TIF work. Coaching received from our Teacher Effectiveness Ambassador, via the TIF grant.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	PF Set Aside		Tax Levy		Title IA		Title IIA		Title III	x	Grants
List any additional fund sources your school is using to support the instructional goal below.											
Fair Student Funding, Teacher Incentive Fund											
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 #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).									
Continue to implement and build support for a coherent and collaborative vision of school improvement in both academic and social areas, which is shared by the entire school community. (3.1)									
Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	Developing		

Tenet 5: Student Social and Emotional Developmental Health

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

Annual Goal #4

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.									
By June 2014, we will see an increase in students who meet the following objectives: <ul style="list-style-type: none"> i. SWBAT ask for help when struggling with an academic or social-emotional challenge. ii. SWBAT voice their opinions and ideas in a promotive way. iii. SWBAT resolve conflicts among each other. This will be measured by a survey that will be administered in December, March, and May. Our goal is to see an increase of 10% in the percentage of students who strongly agree or agree with the following statements: I feel comfortable talking to an adult about a problem I am having in class, I feel comfortable talking to an adult about something that is bothering me, and I feel comfortable talking to a peer about something that is bothering me.									

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. House leaders will conduct inquiry work to improve our students' communication skills. Within the process of Inquiry, teachers will analyze the survey results to ensure authentic data is used to support teams in better understanding students' needs. Additionally, teams will look at student and teacher work as a means to identify students who struggle to ask for help or are hesitant to speak up in or out of class. The teams will engage in the process of looking at student and teacher work as a means to devise appropriate strategies to support the development of students' communication skills.									
2. Advisors will discuss the focus of the work with their advisees and facilitate lessons that are designed to develop student capacity in these areas.									
3. Students will engage in Cooperative Unison Reading during the ELA periods. CUR is where the students learn how to actively read and discuss a text. This will help develop the students' meta-cognition, promotiveness, and ability to ask for help when needed. These skills are part of our overall mission to develop students who are ready for college and careers.									
B. Key personnel and other resources used to implement each strategy/activity									
1. Principal, house leaders, and teachers will participate in the inquiry work.									

2. House leaders will develop the necessary lessons and communicate to the advisors.
 3. Coaching provided by the network to ELA teachers.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. The student survey will be administered in December, March, and May to monitor progress. Using the December survey as a baseline, we aim for a 10% increase in the percentage of students who strongly agree or agree with the following statements: I feel comfortable talking to an adult about a problem I am having in class, I feel comfortable talking to an adult about something that is bothering me, and I feel comfortable talking to a peer about something that is bothering me.
 2. Using the first marking period as a baseline, we aim to increase the pass rate of each course by 5%.
 3. Students will be breaching, or stopping, more to discuss what they are reading.
- D. Timeline for implementation and completion including start and end dates**
1. House leaders will prepare for the work in November 2013. After the baseline survey is administered in December, the data will be analyzed and instructional strategies will be implemented during January and February. After the midline survey is administered in March, the data will be analyzed to monitor and revise our work, as needed. After the endline survey is administered in May, the data will be analyzed to reflect on our work and to determine next steps for next year.
 2. Advisors will communicate the results of each survey to the students, communicate the purpose of this work, and implement the instructional strategies after each survey.
 3. They will engage in cooperative unison reading throughout the school year.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. House leaders are programmed for a weekly House Leader meeting. All core teachers are programmed for a weekly house (grade) meeting.
 2. Students are programmed for a fourteen minute AM Advisory period each morning and one half hour Advisory period after lunch on Mondays.
 3. Students will be programmed for four reading periods per week.
 4. DreamYard (Educational Consultant) \$6,480 (Activity RHSP) to offer a singing class to Grade 6 students, a slam poetry class to Grade 8 students, an afterschool singing class, and an afterschool dance class.
 5. 32 hours for teacher leaders to coaching and mentoring of new teachers and teachers engaged in afterschool activities. Job ID GO2P7

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

Fair Student Funding, Private grant

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. .

x	PF AIS	x	PF CTE	x	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).

NYC Quality Review: Continue to implement and build support for a coherent and collaborative vision of school improvement in both academic and social areas, which is shared by the entire school community. (3.1)

Review Type:	QR	Year:	2013	Page Number:	5	HEDI Rating:	Developing
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Tenet 6: Family and Community Engagement

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

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

Annual Goal #5

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

By June 2014, our families will have the following data points and information communicated to them in an ongoing manner:

- 4 progress reports mailed home at the midpoint of each marking period
- 3 DRP assessment reports
- 2 Mathematical Fluency reports
- Promotion in Doubt communication
- Information about the NYS Common Core-aligned exams

By communicating the above information, our goal is to see a 10% increase in the percentage of parents who complete the Learning Environment Survey.

Strategies to Increase Parental Involvement and Engagement

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

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

1. An overview of these communication items will be shared with the parents at our annual Parent Summit breakfast on September 4, 2013. Student planners will be distributed during the first week of school. These planners contain the dates of when this information will be shared. Reports will be translated to ensure all families can access the information. A monthly calendar and Global Connect (an automated messaging service) will be used to remind families when these reports are being mailed.
2. PA workshops will be held to support parents in the reading of the reports.
3. PA workshops will be held to unpack the NYS Common Core-aligned exams and the instructional shifts. ELA was held in November and Math will be held in January.

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

1. Parent coordinator and school aides
2. Parent coordinator and Principal
3. Representative from Math and ELA departments

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

1. As scheduled on the school calendar and in the Student Handbook, progress reports will be mailed home at the midpoint of each marking period. Course pass rates will be used to monitor the effectiveness of this. Using the first marking period as a baseline, we aim to increase the pass rate of each course by 5%.
2. PA workshop will be held to unpack the school's progress report, the school's DRP report, and accessing Jupitergrades, our web-based gradebook. Using the first marking period as a baseline, we aim to increase the pass rate of each course by 5%.
3. A Math and ELA workshop will be held during PA meetings.

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

1. Postage for progress reports will be mailed home in October, December, February, and May. 175 envelopes x 3 mailings
2. Data report workshop will be held in October.
3. ELA workshop will be held in November and Math workshop will be held in January.

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

1. Parent coordinator will coordinate these activities with support from support staff.
2. We will contract with an external vendor, Omegaman, to provide an assembly about how to be a H.E.R.O. (Helping Everyone Respect Others). \$800 Activity RASZ
3. Desktop computer for parent coordinator use (\$592) Activity RASZ
4. Toner for parent coordinator's use of photocopier (\$190) Activity RASZ

Budget and Resource Alignment

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

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

Fair Student Funding

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	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	Learning Cultures – cooperative unison reading, one on one reading and writing conferences, content and writing shares Test sophistication and readiness Small group reading	Small group , one-to-one, and tutoring	In class, 4 periods of Academic Support weekly, and Afterschool Academy
Mathematics	Inquiry-based investigations and spiraling of content that students struggle with as well as one on one conferencing Test sophistication and readiness Intensive skill remediation	Small group , one-to-one, and tutoring	In class, 4 periods of Academic Support weekly, and Afterschool Academy
Science	One on one conferencing and small group tutoring Test sophistication and readiness (Grade 8 only)	Small group , one-to-one, and tutoring	During the school day and Afterschool Academy (Grade 8 only)
Social Studies	One on one conferencing and small group tutoring	Small group , one-to-one, and tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group and individual counseling Mental health counseling Young Men’s and Young Women’s Groups	Small group and one-to-one	During the school day

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

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

Strategies for Recruitment

Each spring, the Principal reaches out to local colleges and universities with teacher education programs asking the deans to refer promising teacher candidates. In addition, current teachers are asked to constantly be looking for highly qualified colleagues that would be a good fit at Civic Engagement. We also use all available DOE resources as well as some non-DOE resources to advertise vacancies.

Retention

Teacher leadership roles have been developed to support the growth of our stronger, more experienced teachers and to ensure that their voice is a part of the decision-making process. This work has been supported greatly by our new involvement with the Teacher Incentive Fund. First year teachers are provided with a mentor as well as coaching in the following areas: Learning Cultures, classroom management, and/ or the Danielson competencies. Several activities are planned throughout the year to celebrate teacher successes and to show our appreciation of their dedication.

Assignments

Assignments are made based on a teacher's capacity to meet the needs of their students and to work collaboratively with their colleagues.

Support

Professional development is provided every Monday for 55 minutes and during the 6 half days that were approved via a School-based Option vote. In addition, school leaders conduct frequent cycles of observations to provide teachers with support and actionable next steps. Other strategies, such as school intervisitations, peer intervisitations, collaborative lesson planning, curriculum feedback sessions, and modeling of lessons, are also utilized.

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).

Our Peer Instructional Coaches and Demonstration Teachers will participate in a minimum of 5 TIF professional developments as well as ongoing, on-site development by the TIF coaches.

Our ELA team will be supported by Learning Cultures coaches, provided by the Urban Assembly network.

All teachers and paraprofessionals will engage in onsite professional development on the Common Core Standards and analyze curriculum products to determine alignment and gaps.

Professional development will be provided to all pedagogical staff during our weekly Monday PD workshops and our 6 half days.

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.).

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 our school.

This includes:

Title I funds used for supplies, equipment, and per session for before- and after-school activities including academic support and enrichment programs;

Title I funds used to provide a teacher teams with time to meet to ensure an interdisciplinary model to ensure literacy is infused across the subjects;

Fair Student Funding and NYSTL funds are used to ensure all students receive access to technology resources on a daily basis.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

Instructional Cabinet – All department chairs and instructional leaders sit on the Instructional Cabinet. The Cabinet analyzes student and school data to develop the school's theory of action, professional development plan, and to determine the school's next steps.

House Leaders – All house leaders sit on the House Leader team. The House Leader team analyzes student and school data to develop our cultural focus, celebrate students, and to determine our school's next steps.

Staff workshops and team meetings are also used to elicit ideas, strategies, areas of concern, and next steps.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the

proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 08	Borough Bronx	School Number 366
School Name Urban Assembly of Civic Engagement		

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 Mary-Anne Sheppard	Assistant Principal N/A
Coach N/A	Coach N/A
ESL Teacher Soneya Bonetti	Guidance Counselor Shavon Evelyn
Teacher/Subject Area Megan Lasky	Parent Marisol Estevez
Teacher/Subject Area N/A	Parent Coordinator Johanna Cuevas
Related Service Provider N/A	Other N/A
Network Leader(Only if working with the LAP team) N/A	Other N/A

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	159	Total number of ELLs	18	ELLs as share of total student population (%)	11.32%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	12	ELL Students with Disabilities	7
SIFE	4	ELLs receiving service 4-6 years	4	Long-Term (completed 6+ years)	2

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	12	4	2	4	0	4	2	0	1	18
Total	12	4	2	4	0	4	2	0	1	18

Number of ELLs who have an alternate placement paraprofessional: 3

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							3	7	7					17
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic							1							1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	4	7	7	0	0	0	0	18

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)							1	2	4					7

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)							1	3	1					5
Advanced (A)							2	2	2					6
Total	0	0	0	0	0	0	4	7	7	0	0	0	0	18

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	3				3
7	2				2
8	5				5
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	2		1						3
7	5								5
8	8								8
NYSAA Bilingual (SWD)									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
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.

The MoSL and DRP are two of the assessment tools used in assessing the early literacy skills of the ELL population. Data is analyzed to record growth in reading fluency, reading comprehension and articulation of comprehension in English.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns across proficiency levels on the LAB-R and NYSESLAT across the grades indicate little growth in academic language acquisition.

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](#))

N/A modalities not available.

4. For each program, answer the following:

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

a. The patterns across the proficiencies and grades for the ELL population shows little growth in all content areas. ELLs who are Spanish speaking are given textbooks options to take test in Native Language, the differences are minor.

4.b.c. Periodic Assessment not administered in previous year therefore no action has been taken.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

N/A grades 6-8

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

Teachers differentiate to allow for an ELL's sometimes limited vocabulary by using simplified text or restating information. Additionally, subject area teachers deliver instruction and instructional materials designed for ELLs with use of cognates and visuals to make content comprehensible and build vocabulary in a meaningful way. Lastly, subject area teachers translate lessons and provide students with material in native language and English to make connections in English.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

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

ELLs are continuously evaluated using informal observation and assessments in class by ESL teacher. ELL's continued success is monitored as well using formal assessments such as the DRP for increased vocabulary and grammatical expression. Overall evaluation of the success of the program(s) available for the ELL population will be the growth of progress shown on NYSESLAT and ELA scores from previous years.

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](#).)
1. ELLs are identified initially in the main office upon registration by school secretary, if language other than English is indicated upon registration the ESL teacher Mrs. Bonetti is asked to administer the Home Language Survey. An informal oral interview is conducted with the assistance of a translator (either school staff or family member) during which The Home Language Survey (in their native language if preferred) is administered. If student is new to DOE, LAB-R and/or Spanish LAB are administered by the ESL teacher Mrs. Bonetti within 10 days of the student's admittance. Once eligibility has been identified a formal interview is requested during which Parents/Guardians are asked to view the Parent Orientation Video and given the Parent Brochure (in their native language if preferred).
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.
2. If a student qualifies to take LAB-R and/or Spanish LAB, one or both tests are administered by the ESL teacher, Mrs. Bonetti within the first 10 days of the students first admit date. If student is taking Spanish LAB, school staff members serve to translate with the ESL teacher present. Once it is determined the student is eligible for ESL services the Parent Brochure, Entitlement and Parent Survey and Program Selection Form are mailed to the students home (in preferred language). Parents/Guardians are asked to meet with the ESL teacher for a formal interview to review options and view the Parent Orientation Video. Parents/guardians are advised that currently ESL services are available in our school and they will be notified by ESL teacher, Mrs. Bonetti and or Parent Coordinator Ms. Cuevas, as other programs become available, additionally they are notified of option to choose school that participates in chosen 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 [\[see tool kit\]](#).)

Entitlement letters and Parent Survey and Program Selection forms are mailed within 10 days of determining student's eligibility (LAB-R results) as an ELL by the ESL teacher, Mrs. Bonetti. Copies are kept on file with ESL teacher. Forms and letters are mailed in preferred language as indicated in ATS. Forms are requested to be returned to the parent coordinator, Ms Cuevas or ESL teacher, Mrs. Bonetti within subsequent 10 days by mail or in person. All forms are kept in main office and copies are kept with ESL teacher, Mrs. Bonetti. As per CR Part 154, students are enrolled in ESL program if forms are not returned.

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.
Entitlement letters and Parent Survey and Program Selection forms are mailed to parent/guardian within 10 schools days of determining identified ELLs. Students are immediately placed into the schools only current option, freestanding ESL program. Parents are asked to return completed Parent Selection Form and make an appointment with ESL teacher, Mrs. Bonetti and/or Parent Coordinator, Ms. Cuevas to view Parent Orientation Video and to review options. Copies of placement letters, Entitlement Letters and completed Parent Survey and Selection Forms are kept on file with ESL teacher, Mrs. Bonetti. The school secretary, Marisol Estevez updates the ELPC screen within 20 days of correspondence being mailed with parent choice or default option if response is not received. All correspondence is done in preferred language.
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.
The ATS report used to determine NYSESLAT eligibility is RLAT. The NYSESLAT is administered in accordance to the NYSDOE testing procedures, guidelines and timelines by the ESL teacher, Mrs. Bonetti.
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. 

Records containing trends in parental choice for past several years are not available. They were kept with previous ESL teacher and ELL coordinator, both of whom are no longer with the school. The new procedure is to keep a copy of completed and returned Parent Survey and Selection Forms on file in the Main Office and with the ESL Teacher, Mrs. Bonetti. Year to date no Parent Survey and Selection forms have been returned. As trends develop and program qualifications are met parents will be notified of program changes by ESL teacher, Ms. Bonetti or Parent Coordinator, Ms. Cuevas.

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])?

1. The organizational models for the ELL population is staggered; both push-in and pull-out methods are used. Discreet ESL instruction is given as Academic Support. The program models also vary depending on the model used. Academic support is an ungraded heterogeneous pull-out model, where as the heterogeneous block groupings are seen in using a push-in model.

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)?

2. ESL instruction is implemented in 2 methods of instruction. All students (Beginner, Intermediate and Advanced) receive 4 units of 30 minutes of pull-out ESL instruction per week. Beginner and Intermediate students also receive 4 units of 60 minutes of push-in ESL instruction in ELA classes per week. Advanced students receive 1 unit of 60 minutes of push-in ESL instruction in ELA classes per week. Additionally, all students receive 7 units of 60 minutes of ELA instruction per week.

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.

3. All content areas are delivered in English. Instruction is made comprehensible for ELLs by providing materials duly in home language and English, the use of visuals, dictionaries and translation services are available as well.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Content instruction is delivered and evaluated using in-house translators, translation services and translation programs.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

5. Formal and informal assessments opportunities are provided throughout the year in each of the four modalities of English acquisition in the ESL pull-out model classes and in the ELA classes for each ELL.

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).

6. Instruction is differentiated throughout the year for each of the ELL subgroups. Differentiation is staggered depending on proficiency levels of each of the modalities of English acquisition, assignment pre-assessments and students' strengths and/or weaknesses.

6.a. Instructional plan for SIFE students is making connections of background information to English vocabulary and grammatical rules in a receptive capacity.

6.b. New (3 years and under) also benefit from connecting background information to use of English vocabulary and grammatical rules, however they are expected to produce, replicate and apply information orally and in written work.

6.c.d. ELLs receiving services for 4-6 years and long term ELLs, generally have BICS present; CALP is to be supported through varying modalities of instruction. Reading and writing strategies are to be revisited to ensure comprehension of instruction. Vocabulary of higher order thinking questions are to be dissected.

6.e. Former ELLs are to be aware of their testing accommodations. In addition they have the opportunity to make use of Academic Support ESL services.

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?

. Grade level ELA Reading Program is used to provide access to academic content. By rewording, deciphering meaning(s) and using of synonyms content is made comprehensible and English language is accelerated.

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?

By using both push-in and pull-out methods of instruction, modified instructional materials and an open curricular, ELLs-SWDs are provided with a non-restrictive environment thus ensuring they achieve their IEP and English acquisition goals.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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.



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.

Currently Freestanding ESL is the only program provided; the push in model of ESL instructions is delivered in ELA, math and the other content areas. Dictionaries are available in all native languages that are spoken in the school. Testing materials and textbooks are available for students in the Spanish language.

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 aligns with the Common Core State Learning Standards. Language development is increased by using the content areas as a medium, enhancing the learning goals in each area.

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

The school is considering the implementation of newer and enhanced software to translate lessons and testing materials to accurately assess content areas. ELA is considering the use of newer developed programming from the Wilson group.

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

No services for the ELL population are to be discontinued.

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

All ELL have access to any and all afterschool programs and services including sporting events and extra-curricular activities. Some of the current and previous activities include painting with Publicolor, Soccer club, afterschool ELA and Math support. ELLs are invited to events verbally in class, in English and in native language if necessary. Parents are made aware of events during Open House, Parent Teacher conferences, Parent Association meetings and by correspondence mailed home in English and native language.

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

ELL have the use of Dictionaries in their native languages and Google translate available to support their content area and English language acquisition.

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

Native language is supported by peers, staff, testing materials, dictionaries and textbooks in the Freestanding ESL program that is available in our school.

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

All curricula corresponds to students' ages and grade levels, it is made comprehensible with the use of dictionaries, technology and ESL methodology used by teachers and paraprofessionals.

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.

Some of the activities that assist newly enrolled ELLs are parent orientation and curricular night.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

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

N/A

C. Professional Development and Support for School Staff

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

1. The ESL teacher Mrs. Bonetti has participated and will continue to participate in Professional Development in all areas pertaining to ELLs. To date she has participated in the following DOE Professional Development Seminars:

- September 13, 2013 Nuts and Bolts Training: Preparing to Serve ELLs and their families
- October 7, 2013: Language Allocation Policy Technical Assistance
- (Scheduled) January 23, 2014: NYSITELL Training

Professional Development for all other teachers of ELL students are to commence the week of 01/13/14 on a weekly basis during House Meetings (dates and times varies by house). They will be conducted by ESL teacher Mrs. Bonetti and will include topics such as: “Making Content Comprehensible to ELLs”, “Strategies and Methods to Support ELLs” and “Differentiating Instruction and Scaffolding Techniques for ELLs”.

Guidance Counselor, Ms. Evelyn meets monthly The Urban Assembly Academy to discuss topics relating to Special Education Students and ELLs.

2. Additional DOE Professional Development opportunities particularly those relating to incorporating the Common Core Learning Standards in instruction of ELLs will be taken as they become available from the OELL.

3. School Leaders make available all recourses to assist ELLs and their families make the transition from Middle School to High School. ELLs and their families are provided directories and documents in home language by Guidance Councilor, Ms. Evelyn for High School Application. Schools specifically designed to assist ELLs are invited for Information Sessions. Brochures are distributed in English and in home language. Additionally ESL teacher Ms. Bonetti and Parent Coordinator, Ms. Cuevas in addition to the Guidance Counselor are available to meet with and discuss the High School Application process.

4. The weekly House Meetings will contain a minimum of 15minutes of ELL related topics for the remainder of the school year, ensuring a minimum of 6.5 hours of ELL training mandated as per Jose P. An additional Professional Development is being developed for March 2014, exact date to be determined. The House Meeting ELL training and Professional Development will be conducted by the ESL teacher Mrs. Bonetti.

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?
 1. Parents/guardians are invited to attend any and all school functions and committees, including Curriculum Night, Parent Teacher Conferences and The Parents-Teachers Association. Invitations are sent home in English and in home language. The Parent Teacher Coordinator, Ms. Cuevas conducts follow up phone calls to ensure ELLs and their parents understand the correspondence. School based staff members are available to translate, students who have a home language other than that spoken by staff member are asked to bring a family member/friend or translation services are offered.
 2. The school currently does not have partnerships with any Community Based Organizations that offer workshops or services to ELL parents.
 3. The Parent Coordinator, Ms. Cuevas helps to evaluate the needs of our ELL parents during informal discussions during school based events such as Parent Teacher Conferences. Additionally, calls are made to parents/guardians, by members of the school staff as situations arise to ensure parents of ELLs have recourses available to them. These calls made by school staff serving as interpretation, a family member/friend translating or translating services are offered.
 4. During Parent Orientation, Curriculum Night and Parent Teacher Conferences the school attempts to address the needs of the parents of ELLs as well as develop a ongoing dialogue to foster parental involvement.

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.

N/A

Part VI: LAP Assurances

School Name: Urban Assembly of Civic Engage

School DBN: BX366

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Mary-Anne Sheppard	Principal		1/14/14
	Assistant Principal		1/1/01
Johanna Cuevas	Parent Coordinator		1/14/14
Soneya Bonetti	ESL Teacher		1/14/14
Marisol Esteves	Parent		1/14/14
Megan Lasky	Teacher/Subject Area		1/14/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Shavon Evelyn	Guidance Counselor		1/14/14
	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: 08X366 School Name: Urban Academy of Civic Engagement

Cluster: 1 Network: 105

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.

The data and methodologies used to assess our schools written and oral interpretation needs for our ELL and their families include information gathered from ATS reports, HLS and initial or formal interviews given at time of admittance. Ongoing assessments to insure we are meeting needs include school leadership meetings, parent conferences where use of in house staff and parent volunteers are available to translate. Currently of the 18 ELLs, 17 are Spanish speaking and their interpretation needs are met in-house by School Staff, including Pedagogue. The remaining student speaks Arabic and has written and oral intpertation needs met through family members. All needs of ELLs and their families are discussed during weekly House Meetings and conveyd to ESL teacher, Parent Coordinator and Guidance Counselor.

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.

Most of our ELL population and their families receiving their translation and interpretation needs met through in house support staff and faculty. Translation and interpretation services that cannot be addressed with the services we have available are accessed through DOE recourses. This information is made available to the school community by our parent coordinator, our initial support staff upon registration and through the faculty throughout the year at all school based events.

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 required by the DOE to ELL and their families are sent in students preferred language through the downloaded through the DOE website in accordance with the regulated timelines. All informational, educational and general correspondence is translated in house by school staff, faculty or parent coordinator provided or by use of online translation programs and websites. Forms and school correspondence will be translated through the DOE Translation and Interpretation Unit.

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.

Oral Interpretation is offered to all families of ELLs, this information is made available continually throughout the school year. All school based events have school personnel available to translate. If language other than those spoken by school personnel is required, the Parent Coordinator, ESL teacher and/or Guidance Counselor call parents/guardians to offer translation services. To date all students of languages that require outside translation services have had family/friends who volunteer to serve as translator. If such an occurrence where school/family cannot provide translations services they will be requested through the DOE translation and Interpretation Unit.

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>.

The school will fulfill Section VII of Chancellor's regulations A-663 regarding parental notification requirements for translation and interpretation services by distributing "Parental Bill of Rights and Responsibilities" in students' home languages and use of multilingual signs and posters visible to all students and their families, including hallways and main offices.