



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: URBAN ASSEMBLY SCHOOL FOR WILDLIFE CONSERVATION**

**DBN (i.e. 01M001): 12X372**

**Principal: MARK OSSENHEIMER**

**Principal Email: MOSSENHEIMER@SCHOOLS.NYC.GOV**

**Superintendent: MYRNA RODRIGUEZ**

**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 |
|-------------------------------------|--|-----------|
| Mark Ossenheimer                    | *Principal or Designee   |           |
| Carl Abend                          | *UFT Chapter Leader or Designee  |           |
| Elizabeth Figueroa                  | *PA/PTA President or Designated Co-President   |           |
|                                     | DC 37 Representative, if applicable  |           |
| Angelique Townsend<br>Pierina Ortiz | Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> ) |           |
|                                     | CBO Representative, if applicable  |           |
| Caridad Caro                        | Member/ AP High School   |           |
| Valicia Adderly                     | Member/ Parent   |           |
| Veronica Cepellos                   | Member/ Teacher  |           |
| Chimere Valentin                    | Member/ Parent   |           |
| Iris 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 |  |
| <b>X</b>  | <b>School Leadership Team Signature Page</b>   |
| <b>X</b>  | <b>The SCEP Overview</b>   |
| <b>X</b>  | <b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>        |
|   | 1. A major recommendation with HEDI rating   |
|   | 2. Statement Of Practice (SOP) selected aligned to the goal  |
|   | 3. A goal aligned to the major recommendation  |
|   | 4. Instructional Strategies section, A-E for each strategy or activity that supports the goal        |
|   | 5. Budget & Resource Alignment section (indicating all funding sources)                              |
| <b>X</b>  | <b>Academic Intervention Services (AIS)</b>  |
| <b>X</b>  | <b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b> |
| <b>X</b>  | <b>Parent Involvement Policy (PIP)</b>   |

## School Information Sheet for 12X372

| School Configuration (2013-14)                                  |                      |  |     |  |       |
|---|----------------------|--|-----|--|-------|
| <b>Grade Configuration</b>                                      | 06,07,08,09,10,11,12 | <b>Total Enrollment</b>                                    | 552 | <b>SIG Recipient</b>                                 | N/A   |
| Types and Number of English Language Learner Classes (2013-14)  |                      |  |     |  |       |
| <b># Transitional Bilingual</b>                                 | N/A                  | <b># Dual Language</b>                                     | N/A | <b># Self-Contained English as a Second Language</b> | N/A   |
| Types and Number of Special Education Classes (2013-14)         |                      |  |     |  |       |
| <b># Special Classes</b>  | N/A                  | <b># SETSS</b>   | N/A | <b># Integrated Collaborative Teaching</b>           | 25    |
| Types and Number of Special Classes (2013-14)                   |                      |  |     |  |       |
| <b># Visual Arts</b>  | 24                   | <b># Music</b>   | N/A | <b># Drama</b>                                       | 2     |
| <b># Foreign Language</b>                                       | 24                   | <b># Dance</b>   | N/A | <b># CTE</b>   | N/A   |
| School Composition (2012-13)                                    |                      |  |     |  |       |
| <b>% Title I Population</b>                                     | 85.3%                | <b>% Attendance Rate</b>                                   |     |  | 90.7% |
| <b>% Free Lunch</b>   | 100.0%               | <b>% Reduced Lunch</b>                                     |     |  | 0.0%  |
| <b>% Limited English Proficient</b>                             | 10.8%                | <b>% Students with Disabilities</b>                        |     |  | 19.2% |
| Racial/Ethnic Origin (2012-13)                                  |                      |  |     |  |       |
| <b>% American Indian or Alaska Native</b>                       | 0.2%                 | <b>% Black or African American</b>                         |     |  | 21.8% |
| <b>% Hispanic or Latino</b>                                     | 71.5%                | <b>% Asian or Native Hawaiian/Pacific Islander</b>         |     |  | 3.2%  |
| <b>% White</b>  | 3.0%                 | <b>% Multi-Racial</b>                                      |     |  | N/A   |
| Personnel (2012-13)   |                      |  |     |  |       |
| <b>Years Principal Assigned to School</b>                       | 5.34                 | <b># of Assistant Principals</b>                           |     |  | 2     |
| <b># of Deans</b>   | 1                    | <b># of Counselors/Social Workers</b>                      |     |  | 2     |
| <b>% of Teachers with No Valid Teaching Certificate</b>         | N/A                  | <b>% Teaching Out of Certification</b>                     |     |  | 12.5% |
| <b>% Teaching with Fewer Than 3 Years of Experience</b>         | 61.5%                | <b>Average Teacher Absences</b>                            |     |  | 1.2   |
| Student Performance for Elementary and Middle Schools (2012-13) |                      |  |     |  |       |
| <b>ELA Performance at levels 3 &amp; 4</b>                      | 9.5%                 | <b>Mathematics Performance at levels 3 &amp; 4</b>         |     |  | 4.9%  |
| <b>Science Performance at levels 3 &amp; 4 (4th Grade)</b>      | N/A                  | <b>Science Performance at levels 3 &amp; 4 (8th Grade)</b> |     |  | 57.4% |
| Student Performance for High Schools (2011-12)                  |                      |  |     |  |       |
| <b>ELA Performance at levels 3 &amp; 4</b>                      | N/A                  | <b>Mathematics Performance at levels 3 &amp; 4</b>         |     |  | N/A   |
| Credit Accumulation High Schools Only (2012-13)                 |                      |  |     |  |       |
| <b>% of 1st year students who earned 10+ credits</b>            | N/A                  | <b>% of 2nd year students who earned 10+ credits</b>       |     |  | N/A   |
| <b>% of 3rd year students who earned 10+ credits</b>            | N/A                  | <b>4 Year Graduation Rate</b>                              |     |  | N/A   |
| <b>6 Year Graduation Rate</b>                                   | N/A                  |  |     |  |       |
| Overall NYSED Accountability Status (2012-13)                   |                      |  |     |  |       |
| <b>Reward</b>   |                      | <b>Recognition</b>   |     |  |       |
| <b>In Good Standing</b>   |                      | <b>Local Assistance Plan</b>                               |     |  |       |
| <b>Focus District</b>   | X                    | <b>Focus School Identified by a Focus District</b>         |     |  | X     |
| <b>Priority School</b>  |                      |  |     |  |       |

### Accountability Status – Elementary and Middle Schools

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

### Accountability Status – High Schools

| Met Adequate Yearly Progress (AYP) in ELA (2011-12)             |     |  |     |
|---|-----|--|-----|
| <b>American Indian or Alaska Native</b>                         | N/A | <b>Black or African American</b>                       | N/A |
| <b>Hispanic or Latino</b>                                       | N/A | <b>Asian or Native Hawaiian/Other Pacific Islander</b> | N/A |
| <b>White</b>  | N/A | <b>Multi-Racial</b>                                    | N/A |
| <b>Students with Disabilities</b>                               | N/A | <b>Limited English Proficient</b>                      | N/A |
| <b>Economically Disadvantaged</b>                               | N/A |  |     |
| Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)     |     |  |     |
| <b>American Indian or Alaska Native</b>                         | N/A | <b>Black or African American</b>                       | N/A |
| <b>Hispanic or Latino</b>                                       | N/A | <b>Asian or Native Hawaiian/Other Pacific Islander</b> | N/A |
| <b>White</b>  | N/A | <b>Multi-Racial</b>                                    | N/A |
| <b>Students with Disabilities</b>                               | N/A | <b>Limited English Proficient</b>                      | N/A |
| <b>Economically Disadvantaged</b>                               | N/A |  |     |
| Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12) |     |  |     |
| <b>American Indian or Alaska Native</b>                         | N/A | <b>Black or African American</b>                       | N/A |
| <b>Hispanic or Latino</b>                                       | N/A | <b>Asian or Native Hawaiian/Other Pacific Islander</b> | N/A |
| <b>White</b>  | N/A | <b>Multi-Racial</b>                                    | N/A |
| <b>Students with Disabilities</b>                               | N/A | <b>Limited English Proficient</b>                      | N/A |
| <b>Economically Disadvantaged</b>                               | 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   |   |            |           |
| <b>Describe the strengths of your school's 12-13 SCEP.</b>  |   |            |           |
| The strength of our SCEP was its focus on the citywide instructional expectations, the Danielson Effective Teaching Framework, and the Common Core Standards. By interweaving all three of these major changes throughout the goals UASWC was able to effectively begin to implement these new systems. All three initiatives were started and every teacher gained a solid understanding of the expectations for each, while beginning to develop their own practice towards those expectations. |   |            |           |
| <b>Describe the areas for improvement in your school's 12-13 SCEP.</b>  |   |            |           |
| Our goals for improvement centered on improving instruction through the Danielson Rubric and increased student engagement, curriculum review and redesign for the common core centered courses and grades, and a deeper college readiness culture.  |   |            |           |
| <b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>   |   |            |           |
| The challenges involved preparing for three major new systems (Danielson Rubric, Common Core Curriculum, and the Citywide Instructional Expectations) at once and creating coherency across all classrooms. Teachers engaged in the work, but had varying levels of success based on experience. The new state exams were also an unknown and difficult to prepare for since there was limited information available regarding test format and scoring rubrics ahead of time.                     |   |            |           |
| <b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>  |   |            |           |
| The SCEP was fully implemented with teams revising curriculum, increasing the level of CCLS within instruction, deepening instructional strategies and improving the school environment.  |   |            |           |
| <b>Were all the goals within your school's 12-13 SCEP accomplished?</b>   | X | <b>Yes</b> | <b>No</b> |
| <b>If all the goals were not accomplished, provide an explanation.</b>  |   |            |           |
| Overall the goals for 2012-2013 were met but must continue to be goals in order to deepen the level of the instruction and culture – especially the CCLS which require a new level of rigor that takes time to build up to as well as the Danielson Framework.  |   |            |           |
| <b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>  | X | <b>Yes</b> | <b>No</b> |

### ***Developing the 2013-14 SCEP***

|   |  |  |  |
|---|--|--|--|
| Answer the following questions regarding the 13-14 SCEP   |  |  |  |
| <b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>  |  |  |  |
| One of the primary challenges will be finding and protecting time for teachers to meet and plan effectively since they are so limited by contractual time and so much of the work in CCLS and Danielson depend on Teams working collaboratively.  |  |  |  |
| <b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>   |  |  |  |
| Increase proficiency levels in grades 6-8 Math Scores for Black and Hispanic Males by 25%   |  |  |  |
| Increase 75% growth percentile on state math exam for ELLs by 30%   |  |  |  |
| Increase proficiency levels in grades 6-8 ELA Scores for Black and Hispanic Males by 20%  |  |  |  |
| Increase 75% Growth Percentile on state ELA exam for SWD students by 20%  |  |  |  |
| Increase high school credit accumulation by ELLs by 10% at each grade level   |  |  |  |
| Increase Regent Pass Rates for SWD students by 15%  |  |  |  |
| <b>Describe how the school leader(s) will communicate with school staff and the community.</b>  |  |  |  |
| SCEP will be shared with parent community through the SLT and PTA meetings; with the school staff through Full Faculty, Departments, and Grade Teams.   |  |  |  |
| <b>Describe your theory of action at the core of your school's SCEP.</b>  |  |  |  |
| A coherent instructional core will solidify by unifying CCLS standard and assessment with the Danielson Effective Teaching Framework while simultaneously providing a structure of high supports – both academic and social/emotional for our students who are predominately entering with low proficiency levels and high poverty levels. These supports include an Advisory Program at every grade level, an enhanced Guidance Office with additional personnel and training provided by two key partners: Turnaround for Children and Phipps CDC, in addition to a 5 day after school program funded through Phipps CDC. |  |  |  |
| <b>Describe the strategy for executing your theory of action in your school's SCEP.</b>   |  |  |  |
| Delivering an in depth professional development program for staff, maximizing in school time for instruction and professional time for instruction, as well as utilizing outside partner organizations to provide greater social emotional support for students and families. The Professional Development Plan is derived from data from teacher surveys, classroom observations, and Department/Grade Team Meetings.  |  |  |  |

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

Emphasis on the Professional Learning Community at UASWC that is centered on data, assessments, standards and instruction – both during the school day as well as in the summer, Saturdays, and before/after school. We will also increase instructional time for students without sacrificing the arts or physical activity by adding extended day during the week and Saturday Academy throughout the school year.

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

We are building on the success of last year's SCEP and so we have refined structures to support teacher leadership and administrative oversight in implementing our strategy such as creating formalized subject area Departments and changing the Professional Period schedule for increased common time.

## 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).

Although there is much evidence across departments of teachers supported in improving their practice through actionable feedback received along a common teaching framework, there is less evidence that all teachers are held accountable to their own progress. By ensuring methods that have proven successful with newer teachers are applied to those with more experience, the school ensures the continued growth of all teachers and an increase in student achievement. (4.1)

|                     |     |              |           |                     |   |                     |           |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|-----------|
| <b>Review Type:</b> | DQR | <b>Year:</b> | 2013-2014 | <b>Page Number:</b> | 4 | <b>HEDI Rating:</b> | Effective |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|-----------|

### **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.

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

### **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, feedback resulting from our Peer Observation process will include clear expectations for teacher practice for all teachers. Consequently, 100% of teachers will be held accountable for implementing actionable next steps, which will be monitored in each subsequent observation, and used to create the school’s Professional Development plan as a means to support teacher development

### **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.

#### **1. Strategies/activities that encompass the needs of identified subgroups**

Strategy: In addition to formal observations for administrators, all teachers will participate in Peer Observation protocols as a means to develop and strengthen their instructional practices

1. Peer Observation protocols and expectations will be established by school administrators and teacher leaders
2. A schedule of Peer Observations will be created to ensure every teacher is observed at least three times by their colleagues
3. Peer Observation protocols and schedules will be shared with the entire faculty to norm our school’s understanding of the intent of the process, the desired outcomes and expectations, and the various opportunities to implement promising practices across departments
4. Teachers will receive Professional Development to support the process of conducting low inference observations and providing actionable feedback to colleagues
5. Teachers will engage in the ongoing process of Peer Observations, providing feedback to colleagues in alignment with the Danielson Framework for Teaching
6. Teachers will meet teacher/inquiry teams to reflect on the observation process, analyze student and teacher work, and utilize student performance data as a means to determine teachers’ ongoing instructional objectives
7. Weekly cabinet meetings will include dedicated time to observe patterns and trends resulting from Peer Observations, which will then inform the school’s Professional Development plan and administrators
8. Weekly and Monthly Professional Development will focus on the identified areas of need resulting from Peer Observations, with the success and impact of our PD offerings being evaluated in future peer observations and formal observations from administrators. Teachers will be asked to turnkey successful practices from their classrooms with colleagues as part of the PD plan.

Every teacher will be observed informally/formally at least 6 times a year by either a subject area AP or the Principal. Each observation will include short pieces of meaningful and actionable feedback to improve teacher effectiveness

#### **2. Key personnel and other resources used to implement each strategy/activity**

1. Principal, Assistant Principals, teacher leaders
2. Principal, Assistant Principals, teacher leaders
3. Principal, Assistant Principals
4. Assistant Principal, instructional coaches, Turnaround for Children (this partnership provides an instructional coach)
5. All teachers
6. All teachers

7. Principal, Assistant Principal, teacher leaders
  8. Assistant Principal, instructional coaches, Turnaround for Children, all teachers
- Principal and Assistant Principals

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

1. Use/adaptation of proven, research-based protocols including tools and templates from the National School Reform Faculty (NSRF) to create a meaningful process for our school community
2. 100% of teachers will be included in the schedule and, as much as possible, in the process of establishing the protocols/processes
3. 100% of faculty will understand this as a process of developmental rather than judgment and understand the various means by which they can receive professional supports, including from their peers
4. 100% of faculty will understand the process of gathering low inference evidence as a means to generate meaningful feedback to their colleagues, as evidenced in their completed peer observation templates
5. 100% of teachers will be able to use evidence from observations to craft feedback that is actionable, meaningful, and aligned to the Danielson Framework for Teaching, as evidenced in their feedback to colleagues
6. 100% of teachers will engage in Inquiry as a means to reflect on their own instructional practices and those of their colleagues, understanding areas of success and need, and the professional supports available as a means to improve instructional practice and student outcomes. This will be evidenced in team documentation, student work, and teacher planning
7. The school's PD plan will evolve as needs are identified from observations and teachers' reflections resulting from their teacher team work. The PD plan will, therefore, reflect the school's ongoing progression and the opportunity for teachers to share their successful practices
8. Weekly/Monthly PD will be evaluated through surveys and through formal observations, which will look for evidence that PD is being implemented in classrooms. 100% of teachers will have the opportunity to share the promising practices identified through the Peer Observation process
9. 100% of teachers will have 6 formal observation reports, which will reflect and increasing shift in practice and reflect the impact of the peer observation process, PD, and implementation of proven strategies from colleagues

### **4. Timeline for implementation and completion including start and end dates**

1. July-August 2013
2. August-September 2013 (Faculty PD on Danielson Tuning and Implementation)
3. September 2013 (Review Peer Observation Protocols/Teacher developed schedule for implementation)
4. Weekly throughout October 2013 and revisited as needed (based on formal observations, feedback from teachers, teacher team reflections)
5. September 2013 – June 2014 (*twice weekly*)
6. September 2013 – June 2014 (*weekly*)
7. September 2013 – June 2014 (*weekly*)
8. September 2013 – June 2014 (*weekly/monthly*)
9. September 2013 – June 2014 (*weekly for administrators, with each teacher receiving 6 formal observations throughout the year*)

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

1. NSRF Website/Network Instructional Coach to work with admin team
2. Weekly Cabinet Meeting supported with per session money for teacher leaders and one weekly Professional Period each week for all teachers devoted to common planning time aligned to Peer Observations and aligned to Danielson Framework.
3. SBO for Wednesday PD after school full faculty meeting centered on Peer Observation process
4. SBO for Wednesday PD after school full faculty meeting centered on Peer Observation process
5. One scheduled weekly Professional Period each week for all teachers devoted to common planning time aligned to Peer Observations and aligned to Danielson Framework.
6. Per Session money to provide before/after school meeting time for Peer Observation Feedback sessions and Per Diem money to provide release time for Peer Observation process
7. Weekly Cabinet Meeting supported with per session money for teachers
8. Weekly administrative Instructional meeting
9. Weekly administrative instructional meeting

### **Budget and Resource Alignment**

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

### 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).   |     |              |           |                     |   |                     |           |  |  |  |  |
| All departments hold high academic expectations, but there was less evidence that all teachers consistently make room in their lessons for personalized, higher level tasks that allow students to develop thinking routines that lead to content mastery across all grade levels. This was demonstrated in middle school classrooms by rote tasks that did not differentiate for multiple performance levels. Focusing on tasks that demonstrate student thinking, and then adjusting units to allow all learners, including students with disabilities and English language learners more opportunities to explore content, will ensure continued high performance on all types of assessments (1.1) |     |              |           |                     |   |                     |           |  |  |  |  |
| <b>Review Type:</b>  | DQR | <b>Year:</b> | 2013-2014 | <b>Page Number:</b> | 3 | <b>HEDI Rating:</b> | Effective |  |  |  |  |

#### 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. |                                  |  |  |  |  |  |  |  |  |  |  |
| <b>X</b>   | <b>3.2 Enact curriculum</b>      |  | <b>3.3 Units and lesson plans</b>          |  |  |  |  |  |  |  |  |
|  | <b>3.4 Teacher collaboration</b> |  | <b>3.5 Use of data and action planning</b> |  |  |  |  |  |  |  |  |

#### 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.  |  |  |  |  |  |  |  |  |  |  |  |
| <i>By June 2014, 100% of teachers and administrators will possess a normed understanding of Domains 1 and Domain 3 of the Danielson Framework for Teaching as a means to strengthen lesson design, assessment, grouping, and maximization of instructional time to improve pedagogical delivery. Students particularly struggling students, ELL, and SWD students will receive extra support through Saturday Academy program designed to provide increased differentiation with higher order tasks allowing students to increase exploration of content.</i> |  |  |  |  |  |  |  |  |  |  |  |

#### 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.   |  |  |  |  |  |  |  |  |  |  |  |
| <b>A. Strategies/activities that encompass the needs of identified subgroups</b>  |  |  |  |  |  |  |  |  |  |  |  |
| Teachers will engage in Professional Development and self-guided group Inquiry to increase depth of monthly CCLS assessments, student engagement, and discussion and questioning techniques. Teachers will develop a Saturday Academy program to further support student mastery that also incorporates Parent Involvement and investiture in long-term student success.  |  |  |  |  |  |  |  |  |  |  |  |
| <ol style="list-style-type: none"> <li>1. Teachers will engage in monthly subject area based inquiry teams to analyze student work, create and/or refine units, performance tasks within the curriculum.</li> <li>2. Departments will develop monthly CCLS aligned interim assessments</li> <li>3. Two full day PDs led by Turnaround for Children focused on increased student engagement through Kagan Cooperative Learning Structure.</li> <li>4. 14 Saturday Academy Sessions will be scheduled for middle school and high school with further differentiation.</li> <li>5. Parent Involvement component of Saturday Academy with a series of 5 workshops as well as a family college trip</li> </ol> |  |  |  |  |  |  |  |  |  |  |  |
| <b>B. Key personnel and other resources used to implement each strategy/activity</b>  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Principal, Assistant Principals, all teachers  |  |  |  |  |  |  |  |  |  |  |  |

2. Principal, Assistant Principals, Department Leaders, all teachers
3. Principal, Assistant Principals, Turnaround for Children Instructional Coach, all teachers
4. Principal, Assistant Principals, 9 middle school and 11 high school teachers
5. Principal, Assistant Principals, Department Leaders, Parent Coordinator, Guidance/College Counselor

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

1. 100% of teachers will utilize NSRF based protocols to analyze student work in relation to CCLS at weekly Department meetings
2. 100% of teachers will analyze CCLS Performance Task based assessments from Engage NY and NYC DOE and mirror processes for specific grade/subject areas taught
3. 100% of teachers will participate in two interactive workshop Professional Development trainings led by Kagan Instructors
4. 20% of middle and high school students in attendance for each of the Saturday Academy sessions
5. 50% of parents with students attending Saturday Academy will participate in Parent Workshops and College Awareness.

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

1. September 2013 – June 2014 (monthly)
2. September 2013 – October 2013 (weekly); November 2013 – June 2014 (twice monthly)
3. August 2013 and November 2013 (Chancellor’s Day)
4. September 2013 - June 2014 (14 sessions total)
5. September 2013 - June 2014

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

1. One weekly scheduled Professional Period as Department Meeting
2. One weekly scheduled Professional Period as Department Meeting
3. Turnaround for Children Partnership; \$10,000 textbook expenditure on differentiated texts for cooperative learning, \$3,000 Instructional Supplies for increased differentiation
4. \$4,220.53 in Supervisor Per Session – 2 supervisors/cover 8 sessions 1 for Middle School and 1 for High School 4 hours per session); \$25,862.40 in teacher per session to cover 9 middle school teachers for 14 sessions and 4 hours per session; \$30, 238.49 for 11 high school teachers, 14 sessions at 4 hours per session; \$20,000 in textbooks – Curriculum Associates differentiated workbooks, Barron’s Regents Prep books, SAT Prep Books; \$7,000 Instructional Supplies for paper, folders, printer ink, Scholastic/Academic magazines
5. \$4,422 for Parent Involvement – 5 workshops that include breakfast and a family college trip to Manhattanville College– including bus and lunch at student cafeteria

**Budget and Resource Alignment**

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

|          |                     |          |                 |          |                 |  |                  |  |                  |  |               |
|----------|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|
| <b>X</b> | <b>PF Set Aside</b> | <b>X</b> | <b>Tax Levy</b> | <b>X</b> | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|----------|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|

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

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

|          |   |  |                         |  |  |  |   |
|----------|---|--|-------------------------|--|--|--|---|
| <b>X</b> | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b> |  | <b>PF Common Core</b>                             |
|          | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>  |  | <b>PF Parent Engagement</b>                       |
|          | <b>PF Positive Behavioral Management Programs</b> |  |                         |  | <b>PF RTI</b>                            |  | <b>PF Supporting Great Teachers &amp; Leaders</b> |

**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).

Although all teachers implement structures into their lesson plans that incorporate questioning and grouping, teacher capacity around deep and successful implementation is reliant on the lesson content, which is less consistent. All classrooms provide a multiple entry points into the material, but the levels of tasks were not always appropriately challenging to the diversity of learners in the classrooms. This was demonstrated by inconsistent expectations around note-taking and student to student interaction. In order to ensure teacher capacity to demonstrate higher order thinking, all departments need to ensure rigorous tasks allow opportunity for all students to engage appropriately challenging tasks and display higher order thinking skills.(1.2)

|                     |     |              |           |                     |   |                     |           |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|-----------|
| <b>Review Type:</b> | DQR | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 4 | <b>HEDI Rating:</b> | Effective |
|---------------------|-----|--------------|-----------|---------------------|---|---------------------|-----------|

**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.

|          |   |          |  |
|----------|---|----------|--|
|          | <b>4.2 Instructional practices and strategies</b> | <b>X</b> | <b>4.3 Comprehensive plans for teaching</b>                          |
| <b>X</b> | <b>4.4 Classroom environment and culture</b>      |          | <b>4.5 Use of data, instructional practices and student learning</b> |

**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.

As evidenced in our formal and informal observations, by June of 2014, 85% of teachers will demonstrate Effective or Highly effective ratings in Domain 3 (specifically 3b, 3c, and 3d) of the Danielson Framework for Teaching as a means to ensure tasks, questioning, and discussions encourage deeper levels of student engagement

**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**

- Two full day PDs led by Turnaround for Children focused on increased student engagement through Kagan Cooperative Learning Structures
- One weekly Professional Period scheduled as Turnaround for Children PD on additional student engagement strategies led by coach
- Two monthly PD sessions beginning in December centered on Discussion and Questioning techniques and focus of monthly Department Meeting
- Teachers will engage in monthly Domain Three inquiry teams to self-assess, goal set, conduct peer observation and analyze progress
- Principal and supervising Assistant Principals establish observation calendar for teacher observation and feedback using a research-based rubric that will culminate in at least 8 informal and formal observations.

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

- Principal, Assistant Principal, Turnaround Instructional Coaches, all teachers
- Assistant Principals, Turnaround Instructional Coaches, all teachers
- Principal, Assistant Principals, all teachers
- Principal, Assistant Principals, all teachers
- Principal, Assistant Principals

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

- 95% of teachers and administration receive two full days of training in Kagan Cooperative Learning Structures by November 2013
- 100% of teachers receive 12 additional hours of professional development support per semester.
- 100% of teachers will participate in SBO approved PD sessions centered on Blooms Taxonomy of Questioning and Discussion strategies from *Teach Like a Champion*
- 100% of teachers participate in a minimum two peer observations per semester as both the observed and the observer.
- Principal and Assistant Principals meet weekly to review observation schedule and data

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

- August – November 2013
- September 2013 – June 2014 (weekly)
- December 2013 – April 2014 (twice monthly)
- October 2013 – June 2014
- September 2013 – June 2014 (weekly)

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

- Turnaround for Children partnership, per session money for August training, Chancellor’s Day in November
- One Professional Period per week scheduled for 100% of teachers
- SBO for Wednesday Faculty Meeting after school
- SBO for Wednesday Faculty Meeting after school, one professional period per week scheduled for Department teams
- Weekly Instructional Team meeting

**Budget and Resource Alignment**

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

|  |                     |          |                 |          |                 |  |                  |  |                  |  |               |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|
|  | <b>PF Set Aside</b> | <b>X</b> | <b>Tax Levy</b> | <b>X</b> | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|

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

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

|   |                         |  |   |
|---|-------------------------|--|---|
| <b>PF AIS</b>                                     | <b>PF CTE</b>           | <b>PF College &amp; Career Readiness</b> | <b>PF Common Core</b>                             |
| <b>PF ELT</b>                                     | <b>PF Inquiry Teams</b> | <b>PF NYS Standards and Assessments</b>  | <b>PF Parent Engagement</b>                       |
| <b>PF Positive Behavioral Management Programs</b> | <b>PF RTI</b>           |  | <b>PF Supporting Great Teachers &amp; Leaders</b> |

**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).

Our Learning Environment Survey indicates that 55% of students agree or strongly agree that students treat each other with respect.

|                     |               |              |           |                     |    |                     |     |
|---------------------|---------------|--------------|-----------|---------------------|----|---------------------|-----|
| <b>Review Type:</b> | School Survey | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 11 | <b>HEDI Rating:</b> | N/A |
|---------------------|---------------|--------------|-----------|---------------------|----|---------------------|-----|

**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.

|          |                                     |   |
|----------|-------------------------------------|---|
|          | <b>5.2 Systems and partnerships</b> | <b>5.3 Vision for social and emotional developmental health</b> |
| <b>X</b> | <b>5.4 Safety</b>                   | <b>5.5 Use of data and student needs</b>                        |

**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.

As evidenced in the Learning Environment Survey for 2013-2014, the number of students who agree or strongly agree that students treat each other with respect will increase to 75% from 55%.

**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. Create new administrative structure with one Assistant Principal and One Dean for Middle School (grades 6-8) and High School Programs (grades 9-12)
2. Deans will receive DOE training in Respect for All Initiative
3. 100% of students will receive Respect for All Anti-bullying curriculum in advisory program
4. Middle School will host four after school anti-bullying nights with workshops for students and families (two-per semester)
5. Peer Mediation Program created and implemented

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

1. Principal, Assistant Principals, and Deans
2. Deans
3. Principal, Assistant Principals, Deans, and all Advisors
4. Middle School Dean, Middle School Teachers
5. Principal, Social Worker, Guidance Counselor, Deans, Turnaround for Children Partnership

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

1. Deans will be hired before September 2013 and new structure launched
2. Both Deans will attend three DOE workshops on Respect for All
3. 100% of students will receive Respect for All Anti-bullying campaign in advisory
4. 40% Middle School Attendance at each after school/evening event
5. A group of 8 High School students will be selected and trained by the Guidance Dept. in peer mediation

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

1. July 2013 - August 2013
2. September 2013 – June 2014
3. February 2014

4. September 2013 – June 2014 (twice per semester)
5. September 2013 – June 2014

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

1. New Position – Middle School Dean
2. NYC DOE student engagement workshops – Respect for All
3. NYC DOE Respect for All week
4. Evening parent workshops for families – building permits, per session for Dean and teachers, OTPS for food, materials and supplies
5. Turnaround for Children partnership

**Budget and Resource Alignment**

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

|  |                     |          |                 |          |                 |  |                  |  |                  |  |               |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|
|  | <b>PF Set Aside</b> | <b>X</b> | <b>Tax Levy</b> | <b>X</b> | <b>Title IA</b> |  | <b>Title IIA</b> |  | <b>Title III</b> |  | <b>Grants</b> |
|--|---------------------|----------|-----------------|----------|-----------------|--|------------------|--|------------------|--|---------------|

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

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

|  |   |  |                         |  |   |  |                             |
|--|---|--|-------------------------|--|---|--|-----------------------------|
|  | <b>PF AIS</b>                                     |  | <b>PF CTE</b>           |  | <b>PF College &amp; Career Readiness</b>          |  | <b>PF Common Core</b>       |
|  | <b>PF ELT</b>                                     |  | <b>PF Inquiry Teams</b> |  | <b>PF NYS Standards and Assessments</b>           |  | <b>PF Parent Engagement</b> |
|  | <b>PF Positive Behavioral Management Programs</b> |  | <b>PF RTI</b>           |  | <b>PF Supporting Great Teachers &amp; Leaders</b> |  |                             |

**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).

Results from our Learning Environment Survey indicate that 81% of students believe the school helps keep them on track for college

|                     |                   |              |           |                     |   |                     |     |
|---------------------|-------------------|--------------|-----------|---------------------|---|---------------------|-----|
| <b>Review Type:</b> | NYC School Survey | <b>Year:</b> | 2012-2013 | <b>Page Number:</b> | 6 | <b>HEDI Rating:</b> | N/A |
|---------------------|-------------------|--------------|-----------|---------------------|---|---------------------|-----|

**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.

|          |  |  |                                     |
|----------|--|--|-------------------------------------|
| <b>X</b> | <b>6.2 Welcoming environment</b>             |  | <b>6.3 Reciprocal communication</b> |
|          | <b>6.4 Partnerships and responsibilities</b> |  | <b>6.5 Use of data and families</b> |

**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.

As evidenced in the Learning Environment Survey for 2013-2014, the number of students who believe the school helps keep them on track for college will increase to 90% from 81%.

**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. Hire a college counselor (new DOE position)
2. Utilize a .75 time college counselor funded through Phipps Community Development partnership
3. Establish College Now Program with Bronx Community College
4. Administration tracks students through the “Graduation tracker” data on ARIS/STARs and meets with students quarterly
5. Overnight College Essay Writing Senior Retreat
6. Conduct parent workshops on college process including financial aid
7. Plan a UASWC family college visit/tour and admission talk in March

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

1. Principal, College Counselor

2. Principal, College Counselor, Phipps Community Development
3. Principal, College Counselor, School partnership Coordinator, Bronx Community College
4. Principal, Assistant Principal High School, College Counselor, Network Data and Policy Coach
5. Principal, College Counselor, 12 Grade Advisors
6. College Counselors, Parent Coordinator
7. Principal, Assistant Principal – High School, College Counselors, 12<sup>th</sup> Grade Advisors

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

6. College Counselor is hired and trained through Urban Assembly College Office July 2013
7. College Counselor is hired through Phipps CDC August 2013
8. Two Cohorts of College Now Students (one 12<sup>th</sup> and one 11<sup>th</sup> grade) begin CUNY classes Fall 2013
9. 100% of 12<sup>th</sup> grade students receive individual grad tracking meeting with administration quarterly
10. 90% of graduating seniors attend overnight retreat in September 2013
11. Four Parent Workshops implemented covering college process
12. 50 high school families attend College Trip and Tour in Spring 2014

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

1. July 2013
2. July 2013 – August 2013
3. July 2013 – June 2014
4. September 2013 – June 2014
5. September 2013
6. September 2013 – June 2014
7. January 2013 – April 2014

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

1. New Position – College/Guidance Counselor/Training and Coordination support from Urban Assembly College Office
2. New Position – College Counselor funded through Phipps CDC/Training and Coordination from urban Assembly College Office
3. New Partnership with College Now Bronx Community College
4. Grad tracking data from ATS, ARIS, STARS, into Excel format with weekly admin College Guidance meetings
5. Funding for bus transportation and Ramapo Retreat Center, per session dollars for Guidance and teachers
6. Funding for refreshments, materials, books for families, per session for Guidance and teachers
7. Funding for bus transportation and lunch for families

**Budget and Resource Alignment**

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

| X | PF Set Aside | X | Tax Levy | X | Title IA | Title IIA | Title III | X | Grants |
|---|--------------|---|----------|---|----------|-----------|-----------|---|--------|
|---|--------------|---|----------|---|----------|-----------|-----------|---|--------|

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

21<sup>st</sup> Century Grant

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

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

### Academic Intervention Services (AIS)

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

***Description***

| <b>Type of Academic Intervention Service (AIS)</b>  | <b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b> | <b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b> | <b>When the service is provided (e.g. during the school day, before or after school, etc.)</b> |
|---|---|--|--|
| <b>ELA</b>  | Common Core close reading to text, literature circles of leveled text                   | Small group instruction and tutoring   | Before/After School  |
| <b>Mathematics</b>  | Common Core aligned intervention practice, re-teach groups, practice problem sets       | Small group instruction and tutoring   | Before/After School  |
| <b>Science</b>  | Common Core close reading of non-fiction text, leveled text analysis                    | Small group instruction and tutoring   | Before/After School  |
| <b>Social Studies</b>   | Common Core close reading of non-fiction text, leveled text analysis                    | Small group instruction and tutoring   | Before/After School  |
| <b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b> | Counseling, peer mediation  | One-to-one and small group   | During School – Pull Out   |

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

6. All elements of the *All Title I Schools* section must be completed\*.
6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
7. 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. |                                  |   |                    |
| <b>X</b>   | <b>School Wide Program (SWP)</b> | <b>Targeted Assistance (TA) Schools</b> | <b>Non-Title I</b> |

**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.

SBO for Extended Day allows for one weekly meeting per week for ongoing professional development focused on Danielson Framework, self-assessment and peer observations, as well as CCLS curriculum and assessment alignment. The school has instituted Department Heads for both Middle School and High School subject areas to coordinate the work, as well as Grade Team Leaders. Professional Periods are devoted everyday to Professional Development and Team Time

**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).

SBO for Extended Day allows for one weekly meeting per week for ongoing professional development focused on Danielson Framework, self-assessment and peer observations, as well as CCLS curriculum and assessment alignment. The school has instituted Department Heads for both Middle School and High School subject areas to coordinate the work, as well as Grade Team Leaders. Professional Periods are devoted everyday to Professional Development and Team Time

**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.).

Guidance Department and Parent Coordinator use funds to support students with needed materials as well as short term counselling support that may be needed for students in transition.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

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

N/A

**Measures to Include Teachers in Decisions Regarding Assessments**

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

Committee was formed last Spring and met over the summer and in the Fall to review MoSL options and make recommendations. Principal followed the recommendations of the committee that was comprised of elected and appointed representatives.

**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 1<sup>st</sup> 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 1<sup>st</sup> 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);



**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 <b>12</b>  | Borough <b>Bronx</b> | School Number <b>372</b> |
| School Name <b>Urban Assembly School for Wildlife Conse</b> |                      |                          |

### 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 <b>Mark Ossenheimer</b>                                  | Assistant Principal <b>Caridad Caro</b> |
| Coach <b>Violet Davenport</b>                                      | Coach <b>Duane Wardally</b>             |
| ESL Teacher <b>Rosa Dobles</b>                                     | Guidance Counselor <b>Phil Cohen</b>    |
| Teacher/Subject Area <b>type here</b>                              | Parent <b>Elizabeth Figueroa</b>        |
| Teacher/Subject Area <b>type here</b>                              | Parent Coordinator <b>Lizzette Hill</b> |
| Related Service Provider <b>type here</b>                          | Other <b>type here</b>                  |
| Network Leader(Only if working with the LAP team) <b>type here</b> | Other <b>type here</b>                  |

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

### D. Student Demographics

|  |            |                      |           |   |               |
|--|------------|----------------------|-----------|---|---------------|
| Total number of students in school (Excluding Pre-K) | <b>564</b> | Total number of ELLs | <b>63</b> | ELLs as share of total student population (%) | <b>11.17%</b> |
|--|------------|----------------------|-----------|---|---------------|

## Part II: ELL Demographics

### A. ELL Programs

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

### 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 #   |
| <b>Transitional Bilingual Education</b><br><small>(60%:40% → 50%:50% → 75%:25%)</small> |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0         |
| <b>Dual Language</b><br><small>(50%:50%)</small>  |          |          |          |          |          |          | 0        | 0        | 0        | 0        | 0        | 0        | 0        | 0         |
| <b>Freestanding ESL</b>   |          |          |          |          |          |          |          |          |          |          |          |          |          |           |
| Pull-out  |          |          |          |          |          |          | 3        | 3        | 3        |          |          |          |          | 9         |
| Discrete ESL class  |          |          |          |          |          |          |          |          |          | 1        | 1        | 1        | 1        | 4         |
| <b>Total</b>  | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>3</b> | <b>3</b> | <b>3</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>1</b> | <b>13</b> |

### B. ELL Years of Service and Programs

| Number of ELLs by Subgroups |    |  |    |                                |    |
|-----------------------------|----|--|----|--------------------------------|----|
| All ELLs                    | 63 | Newcomers (ELLs receiving service 0-3 years) | 21 | ELL Students with Disabilities | 18 |
| SIFE                        | 3  | ELLs receiving service 4-6 years             | 24 | Long-Term (completed 6+ years) | 18 |

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

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

|               | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|---------------|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE           | 0   | 0    | 0   | 0   | 0    | 0   | 0   | 0    | 0   | 0     |
| Dual Language | 0   | 0    | 0   | 0   | 0    | 0   | 0   | 0    | 0   | 0     |
| ESL           | 21  | 0    | 0   | 24  | 3    | 9   | 18  | 0    | 0   | 63    |
| Total         | 21  | 0    | 0   | 24  | 3    | 9   | 18  | 0    | 0   | 63    |

Number of ELLs who have an alternate placement paraprofessional: 0

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| SELECT ONE                                     | 0 | 0 | 0 | 0 | 0 | 0 |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE                                     |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b>                                   | 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  |
| <b>TOTAL</b>                                   | 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 |
| <b>TOTAL</b> | 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      |   |   |   |   |   |   | 10 | 9  | 7 | 14 | 8  | 4  | 2  | 54    |
| Chinese      |   |   |   |   |   |   |    |    |   |    |    |    |    | 0     |
| Russian      |   |   |   |   |   |   |    |    |   |    |    |    |    | 0     |
| Bengali      |   |   |   |   |   |   |    |    |   |    | 2  |    |    | 2     |
| Urdu         |   |   |   |   |   |   |    |    |   |    |    |    |    | 0     |
| Arabic       |   |   |   |   |   |   | 1  | 2  |   | 1  |    |    |    | 4     |
| Haitian      |   |   |   |   |   |   |    |    |   |    |    |    |    | 0     |
| French       |   |   |   |   |   |   | 1  |    |   |    |    |    |    | 1     |
| Korean       |   |   |   |   |   |   |    |    |   |    |    |    |    | 0     |
| Punjabi      |   |   |   |   |   |   |    |    |   |    |    |    |    | 0     |
| Polish       |   |   |   |   |   |   |    |    |   |    |    |    |    | 0     |
| Albanian     |   |   |   |   |   |   |    |    | 1 |    |    | 1  |    | 2     |
| Other        |   |   |   |   |   |   |    |    |   |    |    |    |    | 0     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 11 | 8 | 15 | 10 | 5  | 2  | 63    |

## 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) |   |   |   |   |   |   | 3 | 3 | 2 | 3 | 1  | 0  | 0  | 12    |

| 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)   |   |   |   |   |   |   | 3  | 2 | 1 | 4  | 0  | 2  | 0  | 12    |
| Advanced (A)  |   |   |   |   |   |   | 6  | 4 | 4 | 7  | 8  | 3  | 0  | 32    |
| Total   | 0 | 0 | 0 | 0 | 0 | 0 | 12 | 9 | 7 | 14 | 9  | 5  | 0  | 56    |

| 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                     | 5       | 1       |         |         | 6     |
| 7                     | 6       |         |         |         | 6     |
| 8                     | 4       |         |         |         | 4     |
| NYSAA Bilingual (SWD) |         |         |         |         | 0     |

| NYS Math              |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| Grade                 | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | NL | English | NL | English | NL | English | NL |       |
| 3                     |         |    |         |    |         |    |         |    | 0     |
| 4                     |         |    |         |    |         |    |         |    | 0     |
| 5                     |         |    |         |    |         |    |         |    | 0     |
| 6                     | 0       |    | 5       |    | 1       |    | 1       |    | 7     |
| 7                     | 2       |    | 2       |    | 2       |    | 0       |    | 6     |
| 8                     | 6       |    | 1       |    |         |    |         |    | 7     |
| 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       | 0                          | 0               | 0                           | 0               |
| Integrated Algebra          | 11                         | 0               | 3                           | 0               |
| Geometry                    | 0                          | 0               | 0                           | 0               |
| Algebra 2/Trigonometry      | 0                          | 0               | 0                           | 0               |
| Math                        | 0                          | 0               | 0                           | 0               |
| Biology                     | 0                          | 0               | 0                           | 0               |
| Chemistry                   | 0                          | 0               | 0                           | 0               |
| Earth Science               | 0                          | 0               | 0                           | 0               |
| Living Environment          | 8                          | 0               | 1                           | 0               |
| Physics                     | 0                          | 0               | 0                           | 0               |
| Global History and          | 5                          | 0               | 0                           | 0               |
| Geography                   | 0                          | 0               | 0                           | 0               |
| US History and              | 0                          | 0               | 0                           | 0               |
| Foreign Language            | 0                          | 0               | 0                           | 0               |
| Government                  | 0                          | 0               | 0                           | 0               |
| Other                       | 0                          | 0               | 0                           | 0               |
| Other                       | 0                          | 0               | 0                           | 0               |
| NYSAA ELA                   | 0                          | 0               | 0                           | 0               |
| NYSAA Mathematics           | 0                          | 0               | 0                           | 0               |
| NYSAA Social Studies        | 0                          | 0               | 0                           | 0               |
| NYSAA Science               | 0                          | 0               | 0                           | 0               |

| Native Language Tests      |   |                        |                        |                        |   |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|---|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (dual lang only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) | 0   | 0                      | 0                      | 0                      | 0   | 0                      | 0                      | 0                      |
| Chinese Reading Test       | 0   | 0                      | 0                      | 0                      | 0   | 0                      | 0                      | 0                      |

**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 school uses Fountas and Pinnel Benchmark Assessment to assess reading skills of all students, including ELLs, as well as the DRP reading test. With these assessments, ESL and content teachers are able to identify the reading level, fluency and comprehension skill of every student. The results guide teachers in choosing the right kind of reading materials for students and help them identify the group of students who need a more rigorous instruction when it comes to fluency and comprehension.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
ELL students show consistent gains in Listening and Speaking skill performance throughout grade and proficiency levels in the LAB and LABR. Reading and writing skills are the educational focus for most ELL students. They are given extensive support from the ESL and literacy teachers through regular reading and writing challenges.
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](#))  
Unavailable
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. ELLs show similar patterns on the NYSESLAT and ELA exams, as the exam formats are similar. It is observed that ELLs in the beginning level across grade levels also score at the level one in ELA while the intermediate and advanced level students score at level 2 at most.
    - b. School leadership and teachers use the results of predictive assessments to monitor student progress and help build education strategies for ELLs. Predictive assessments help teachers modify curriculum and instruction in response to observed strengths and weaknesses of students.
    - c. From the results of the predictive assessment, teachers found out that ELLs need more opportunities to become familiar with academic language in all content areas. For this reason, a specific ELL strategy is employed schoolwide for 6 weeks and evaluated for its effectiveness. Teachers also need to put a high emphasis on test taking skills and strategies. Native language materials and support are used in conjunction with English content and lessons.
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](#).)  
not applicable
6. How do you make sure that a child's second language development is considered in instructional decisions?  
All Teachers grades 6-12 work on discipline teams with common planning time devoted to SPED and ELL students. Within this structure, kidtalk, planning, curriculum development and task/assessment modification is jointly planned. Various data points and information are used, including the child's English Language skills, their educational history and background, to assess their current program, and instructional planning. Goals and differentiation are planned into daily lessons as well as long term unit plans.
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?  
not applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
The school mainly uses data from the NYSESLAT and DRP to evaluate ELLs progress. Evaluations are also done by looking at the academic performance and regents pass rate for ELLs, and whether they have acquired sufficient language proficiency to attain academic success.

## 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](#).) Students with limited English language skills who have recently arrived in the United States or are newly enrolled in the school are formally screened to help determine whether or not the student is in need of ESL services. Initial assessment includes the completion of the Home Language Identification Survey form during enrollment by Rosa Dobles/ESL Teacher. Ms. Dobles, ESL teacher, also conducts an informal interview of both parents and students in English, Spanish. She is a native speaker, and in the case of another language such as Arabic uses the DOE phone translation service during the enrollment process. Then the LAB-R and the Spanish LAB are administered within 10 days of registration to determine their language proficiency level. The LAB-R is administered and scored by Rosa Dobles, ESL teacher. ESL students take the NYSESLAT every year to determine how well they are learning English. The ESL teacher, Ms Dobles administers the NYSESLAT. Students will continue to receive direct and indirect ESL services until their scores show that they have learned enough to participate in an English only class schedule.
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.  
The school sends out an invitation letter to parents to attend the Parent Orientation held during the first week of school in September. During the orientation, parents are shown a video to give them a better understanding of the three program options (bilingual, dual, ESL) they have for their child. They attend a presentation led by Rosa Dobles, the ESL teacher and Caridad Caro, the Assistant Principal to receive a description of services offered through the DOE and at UASWC. They then complete a parent survey for their program choice and are offered a transfer option if necessary. Translators and translation services are provided to parents who speak a different language. Assigned school staff assist the parents during student placement if they have a different choice of program by emailing the office of student placement and the OELL transfer option service. All parent choice forms are stored in the main office in a locked file cabinet. The forms are used to develop programs for the following academic year within the ELL team of teachers and administrators. Should parents choose a different program, the availability of that program is announced through the last parent conferences of the year, in May and via outreach attempts by the Parent Coordinator, Lizzete Hill.
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 [\[see tool kit\]](#).)  
Program selection forms are distributed to parents during orientation, by our Parent Coordinator Lizzete Hill. To ensure that all forms are returned, parents are called by the ESL teacher, Rosa Dobles and Parent Coordinator, Lizzete Hill. Some parents, who are initially unable to attend, will be given individual appointments to attend an orientation with Mrs. Rosa Dobles. Letters of entitlement/non-entitlement for ESL and Title III are sent out to parents once the results of their child's LAB-R, LAB and NYSITELL (beginning February 2013). Translations are provided. All returned letters, forms, including continued entitlement letters, and surveys are maintained by the Parent Coordinator, Lizzete Hill in a file in the main office.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
Scores from the students initial formal assessment (LAB-R) and the data from the Home Language Survey form are used to determine the English Language Learners placement in the ESL program of the school. Forms are used in September and in May/June to develop future programs. The preference forms are used in conjunction with NYSESLAT results. The guidance department, SPED department are then employed to program and schedule students depending on their grade and proficiency level in pull-out/free standing ESL classes. Placement letters are distributed along with programs in September, and are recorded and maintained by the guidance counselor, Phil Cohen. The ELPC screen is then updated by the Parent Coordinator within 20 days of the start of school, Lizzete Hill, who collects and stores the parent choice letters. Programming for the following year is planned in accordance to the choices that our parents make in September. Continued entitlement letters are distributed along with orientation packets put together by the parent coordinator, Lizzete Hill, and a copy is on file.

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.  
At the beginning of each, the RLER is consulted to establish the list of students eligible to take the NYSESLAT, the list of students who take the LAB and LABR is added to the roster. Rosa Dobles, is trained through PD on both exams, and is responsible for administering all three parts of the NYSELSAT. Three other pedagogues, the language teachers and a SPED teacher are responsible for scoring the exams, they are trained by Rosa Dobles.
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.   
The ESL Program in the school is aligned with parents request by analyzing trends and academic needs of students as demonstrated on the LAB-R and NYSESLAT. The parent choice letters are reviewed periodically by the ESL teacher, trends in choice are analyzed by incorporating the data into spreadhseets where trends can be tracked and planned for. The trend of the program choice shows that parents have consistently chosen to support the pull-out/push-in, fress standing classes model offered by the school. ELLS continue to avali of the ESL services until the tine they test out in the NYSESLAT.

## 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])?
    - a. ESL services are mostly delivered through a free standing ESL model with a pull out content-based model for beginning, advanced and intermediate students in the 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade during literacy and math periods, and as a stand alone period for grades 9-12<sup>th</sup>. The ESL teacher delivers instruction to a small group of students according to their proficiency level. Scaffolded support is given through a variety of teacher-generated materials. Each group is paced into a pull-out program for 72 minutes per day with the ESL teacher targeting specific language needs.
    - b. ESL students are grouped homogenously in classes, with students from each level of proficiency for a period of time to receive targeted instruction. ELLS have the benefit of peer support in their seating arrangements and during group activities.
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)?
 

The school ensures that all ELLs receive services for the amount of time required by the state for students at their proficiency level. Classes are organized into ELA and Math blocks for the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup>, each of which are 72 minutes per day, and 9-12<sup>th</sup> of which are 45 minutes per day. Accumulating in 540 minutes for beginners, 360 for intermediate students and 180 minutes for advanced students. In the 6<sup>th</sup> through 8<sup>th</sup> grades, ESL instruction is delivered explicitly during literacy and math periods where the ESL teacher works to ensure comprehension and assess ELLs formally and informally during class periods. For grades 9-12<sup>th</sup>, students are programmed into stand alone classes, within a 9 period day, so as not to interfere with the core class credits required for graduation.
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.
 

The primary focus of the school is inquiry-based instruction, with curriculum focused on the Common Core Learning standards. Within this general umbrella, a variety of ESL methods are used including communicative methods, project-based instruction, Cognitive Academic Language Learning Approach (CALLA), Sheltered Instruction Observation Protocol (SIOP), and Quality Teaching for the English Language Learner (QTEL). We believe that by drawing from a variety of approaches, ELLs are able to receive instruction appropriate to the content and their learning needs.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

Newcomers are given the LAB and LAB-R, as well as a review of the home language survey are taken into consideration. State exams and local assessments are provided in student's native language when deemed appropriate and permissible. ELLs are evaluated every marking quarter in their own native language using software available through their ESL teacher, Mrs. Rosa Dobles.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

The ELL instructor utilizes a variety of assessments both formal and informal to evaluate second language acquisition in all four modalities taking into account the various learning styles of students. Visual learners will benefit from the use of graphic organizers and PPT presentations. To assess these learners we can utilize image prompts for writing, games on the projector (i.e. matching, memory, hangman). Auditory learners are assisted in the learning process through song, rhymes, and lectures. To assess these learners the ELL instructor utilizes song writing, poems and writing round tables. Tactile learners are assisted in the learning process by incorporating note taking skills, drawing and sorting flash cards into categories. The ELL instructor assesses these learners by having them create art that depict different aspects of a story or by creating flash cards for vocabulary words. Kinesthetic learners benefit from activities that allow them freedom to move around and expand energy. These learners are assessed with the use of plays and pantomimes. the DRP exams are used to measure comprehension in reading 3 times a year in December, March and June.
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).

a. This student receives the mandated units of study during regular school hours. The ESL instructor will supplement ESL strategies for these students through extended day or after school programming. To bridge the gap in the skill base, the ESL teacher can give individualized or small group instruction to these students in addition to content area instruction.

b. Newcomers receive the state mandated number of ESL services in the form of pull out classes. They are given instruction that focuses on developing their literacy and math skills in both English and their native language. Instruction is consistent with New York State and New York City performance standards and are supported with supplementary materials such as leveled books, bilingual dictionaries, visual aids, and audio-video materials. During a pull out class, the ESL teacher sits with newcomers and beginning students during instructional delivery and provides additional support to assist them with comprehension. The ESL instructor reteaches content when needed and supports it with ESL modified materials and resources.

c. Students who are ELLs and receiving services between 4-6 years, are mandated to extended day services and Saturday academy to receive support instruction from both the ESL teacher and content area teachers. Differentiation for these students is developed and implemented for each individual student based on assessments in their core and ESL classes.

d. Long term ELL students are mandated to extended day and Saturday academy to receive support instruction and academic intervention from both the ESL teacher and content area teachers. Long term ELLs are also assessed on a monthly basis to monitor and review interventions executed during content specific classes.

e. Former ELLs are provided with access to the ESL extended day program, and are provided with testing accommodations such as extended time and the use of bilingual dictionaries as permitted by state regulations. Through out the instructional day differentiation strategies, content and products are provided by the ESL teacher in conjunction with the core content teachers.

- 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?

The ELL teacher is supplied with counterpart textbooks purchased by the school which describe and outline the implementation of ESL strategies to be incorporated into their lesson, they receive indirect support from the ESL teacher who works in conjunction with the special education department. Each grade level material is available to the ESL teacher to use for science, social studies, english and math.

- 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?

Flexibility is given to the schedule of the ESL teacher in order to give indirect and direct support to teachers and students within the general education setting. There is a push in program and schedule as well as allotted time for the ESL teacher to work with students in small groups or individually. All ESL students are programmed into all classes with their non-disabled peers for their core classes, and are programmed for ESL classes only during their elective periods. ICT class placement is a decision made during annual IEP meetings.

### 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: | 0                          |  |                    |                            |
| Social Studies:       | 0                          |  |                    |                            |
| Math:                 | 0                          |  |                    |                            |
| Science:              | 0                          |  |                    |                            |

### 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

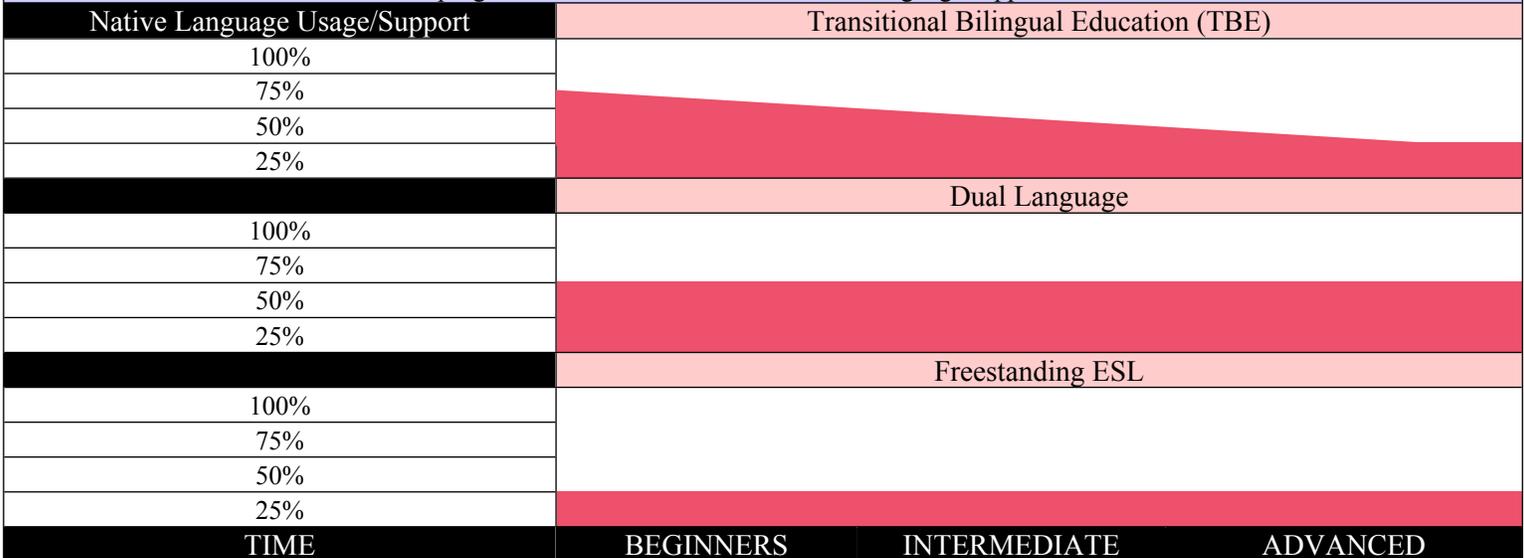
|   | Beginning            | Intermediate         | Advanced             |
|---|----------------------|----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week | 360 minutes per week | 180 minutes per week |
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 |                      |                      | 180 minutes per week |
| <b>FOR TBE /DL PROGRAMS:</b><br>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 |
| <b>FOR TBE /DL PROGRAMS:</b><br>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.

Intervention programs for ELLs in ELA, Math and other content areas include tutoring opportunities before school, at lunch, and extended day. Beginner, intermediate and advanced subgroups are supported in homogenous groups for each of these programs, with targeted interventions in science and math. Content teachers and ESL staff assist ELLs with skill building activities and specific comprehension issues. Content is retaught when needed and supported through L1 support and translations, so students have access to content in their own native languages.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

DRP reading assessments show that ELL learners literacy is growing at a compatible rate as their English speaking counterparts, including SWD ELL students. NYSESLAT data shows movement from beginning to intermediate, and intermediate to advanced levels on a consistent basis, with some students passing the NYSESLAT at a rate of 1 out of 12 students. 44% of students move. All general education teachers are made aware of the ELL, SWD, and ELL/SWD students at the beginning of the year with indicators on their rosters. ELL student pass rates in ELA, math, science and social studies are comparative to their non-ELL peers.

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

We have added the Tell Me More software curriculum to our pull out classes for this coming year.

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

Currently there are no programs or services for ELLs that will be discontinued, and we will be adding software such as the Tell me more program to our current list of resources.

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

All ELLs are given the opportunity to participate in the full academic program of the school, which includes a great deal of experiential learning. This includes arts instruction and frequent field trips. Supplemental services are offered to all ELLs in the form of after school tutoring and Saturday Academy. During these periods, ELLs are exposed to more skill building activities.

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

Instructional materials used to support all ELLs in content areas include leveled books, books translated in languages, visuals, smartboard, audio-video materials. ESL materials include newcomer textbook and workbooks, bilingual dictionaries and glossaries, language manipulatives, instructional games, graphic novels, and flash cards.

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

Native language is delivered through content-specific scaffolding strategies and bilingual worksheets, content-specific bilingual materials. Students are encouraged to maintain and develop their native language efforts of content teachers and bilingual staff during tutoring periods.

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

The school ensures that service support and resources correspond to ELLs ages and grade levels by following the state-mandated number of minutes for instruction and by using age appropriate materials and activities that will promote cognitive and linguistic development. These supports are age and grade specific, grouping students by ability and age for tutoring and extra academic support.

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.

To assist newly enrolled ELL students, the school holds an orientation for parents and students before the school year begins. These activities include an orientation to school procedures and rules, as well as help in understanding their program. They are paired with bilingual students who mentor them through their first days at school. A parents' conference is held in the fall and in the spring to inform parents of their child's progress in school.

18. What language electives are offered to ELLs?

Currently, Spanish is the only language class given.

19. For schools with dual language programs:

a. How much time (%) is the target language used for EPs and ELLs in each grade?

b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Not applicable

### 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 instructor and literacy teachers attend DOE and OELL-sponsored professional development seminars to remain up to date on the latest strategies and most effective techniques for delivering differentiated instruction. The ESL instructor has attended QTEL trainings, BESIS training, LAP training, and other skill-building seminars. PD occurs every Wednesday of every week, with whole staff.

2. All staff are required to attend meetings and study groups held once a week on Wednesdays. Group study and Inquiry Projects also focuses on best practices of teaching ELLs across all grade levels and content areas, specifically in aligning CCLS instruction to ELL student needs. For ELLs who transition from middle to high school, the Parent Coordinator, the Guidance Counselor, and the ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals. Guidance counselors attend network training sessions in order to assist ELLs as they transition.

3. We are a 6-12 school, transition from middle school to high school is seamless. For ELLs who transition from middle school to high school, the Parent Coordinator, Guidance counselor and ESL staff work together to help ELLs in their application to schools that will best provide sufficient L1 and L2 support and a curricula aligned with the student's career goals. School leadership meets with guidance and ESL staff to plan transition activities and dates.

4. Content area staff will be exposed to a minimum of 7.5 hours of ESL strategy training during the 2013-2014 school year during Wednesday PD session and Chancellor Day workshops. These workshops and PD will cover best practices, ELL strategies for gened teachers to execute and assessment analysis of ELL student progress. A record of these workshops and PD are kept with attendance and agenda sheets.

## 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. The UASWC ESL program and larger school community create consistent opportunities for parental involvement through family conferences November, February, and June; formal and informal advisory calls and meetings, and an open school policy in relation to parental visits. The PTA holds monthly meetings in which two are devoted to literacy strategies for the home in a workshop format. These are led by humanities teachers and supported by ESL teacher. The SPED department in conjunction with the ELL teacher, conducts specified workshops for ELLs with IEPs twice a year, such as "reading the high school transcript" in the fall and Spring. Translations services are provided by native language speaking pedagogues.
  2. The school is currently partnered with PHIPPS Community Development (PCD). PCD attends Back to School night in September to inform and describe all of their programs available to parents that includes English Language classes, computer classes, and GED programs. These programs and activities help to increase language acquisition, job opportunities, and aid in attaining a high school diploma.
  3. The school evaluates parents' needs from the data they supplied in questionnaires and interviews. A questionnaire surveys the social, academic and financial needs of families, which helps determine the type of workshops and classes the school and PCD make available. The parent coordinator, Lizette Hill, distributes the surveys at the beginning of each school year.
  4. Parents of ELLs also need to be proficient enough in the English language to be able to help their child improve their own literacy skills. The ESL evening classes offered by PHIPPS is a great tool to overcome the problem of the language barrier. These classes are given on a weekly basis, depending on parent schedules. Attending the parent conferences also help them keep track of their child's academic progress in school. Translators are offered in Spanish and Russian for the family conferences, or arrangements are made for DOE phone-based translation services.

## 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.

ESL is included in the SIT team and in SPED, discipline department meetings to ensure the ESL student needs are met at various access points.

## Part VI: LAP Assurances

**School Name: UASWC**

**School DBN: 12x372**

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

| Name (PRINT)       | Title                | Signature | Date (mm/dd/yy) |
|--------------------|----------------------|-----------|-----------------|
| Mark Ossenheimer   | Principal            |           | 11/7/13         |
| Caridad Caro       | Assistant Principal  |           | 11/7/13         |
| Lizzette Hill      | Parent Coordinator   |           | 11/7/13         |
| Rosa Dobles        | ESL Teacher          |           | 11/7/13         |
| Elizabeth Figueroa | Parent               |           | 11/1/13         |
|                    | Teacher/Subject Area |           | 1/1/01          |
|                    | Teacher/Subject Area |           | 1/1/01          |
|                    | Coach                |           | 1/1/01          |
| Violet Davenport   | Coach                |           | 1/1/01          |
| Phil Cohen         | Guidance Counselor   |           | 11/7/13         |
| Shannon Curran     | 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: 12x372 School Name: Urban Assembly School for Wildlife

Cluster: 1 Network: 5

**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**

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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 home language survey is used to identify family needs in translation and interpretation. Parent conferences, interviews and outreach confirm the needs of families. We have five families who require translation services in Spanish and one is Arabic. Written translation is provided through our in school program of Skedula and Pedagogues who speak the language provide oral translations when necessary. These findings are shared with the staff during grade team meetings, especially prior to parent conferences.

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.

Non-English speaking families are provided with documents in their native language and a staff member who speaks their native language during conferences, meetings and assemblies. When a staff member is not available to translate, or one is not available in a particular language, the school uses the over the phone translation service provided through the DOE.

## Part B: Strategies and Activities

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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.

Our in school system allows for progress reports and report cards to be printed in the language identified on the survey, and all of our parent information documents are translated into Spanish, Albanian, Arabic, and Bengali, as per our population by Google translate or staff members fluent in those languages, or by the interpretation unit of the DOE through formal requests.

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.

Translation and interpretation needs are met through staff and parent volunteers, coordinated by the Parent Coordinator, Lizzette Hill. Otherwise, the over the phone translation service is used.

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>.

Parent's Bill of Rights are provided in alternative language at orientation, open school night and during parent conferences. A sign in the main office, in various languages indicates the translation services that are available to parents. Information on how to reach the school, for non-English speakers, is indicated on the Student Handbook, as per the safety plan.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

| Part A: School Information   |             |
|--|-------------|
| Name of School: UA school for Wildlife Conserv   | DBN: 12x372 |
| This school is (check one):  |             |
| <input type="checkbox"/> conceptually consolidated (skip part E below)<br><input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below) |             |

| Part B: Direct Instruction Supplemental Program Information  |  |
|--|--|
| The direct instruction component of the program will consist of (check all that apply):  |  |
| <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:   |  |
| Total # of ELLs to be served: 55   |  |
| Grades to be served by this program (check all that apply):  |  |
| <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5<br><input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12 |  |
| Total # of teachers in this program: 1   |  |
| # of certified ESL/Bilingual teachers: 1   |  |
| # of content area teachers: 1  |  |

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: Urban Assembly School For Wildlife Conservation has an extensive supplemental program for all students in grades 6-11, ELLs included. All ELLs in middle school and high school receive supplemental Title III enrichment ELA/ESL instruction twice a week for 60 minutes from an ESL teacher who team teaches with an ELA teacher. Student scores on the ELA and NYSESLAT exams indicate that our ELL students need support to increase their achievement. This will help accelerate student achievement and development in academic achievement. Our program stretches between November and May. There are two programs, the Title III afterschool enrichment program and the Saturday literacy enrichment program. The ESL and ELA teachers teach 6-8 on Mondays and Wednesdays, 4-5, and grades 9-11 on Tuesdays and Fridays from 4-5. The Saturday program is scheduled to occur for 6 Saturdays a semester, 3 days of which are dedicated to middle school and 3 which are dedicated to High school. 6 days are held between November and January, the other 6 are held between the months of April to early June. Expected outcomes are to achieve higher levels on the NYSESLAT and within content areas. Students also have access to technology such as smartboard, computers, e-books and other interactive materials to support them in building vocabulary, achieve reading fluency, and improve reading comprehension across curriculum content.

### Part C: Professional Development

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

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

Begin description here: ESL and ELA teachers meet with the Principal every Thursday from 7-8, beginning in October and ending in May, for a study group around the needs of ELL students. These include the use of the following books: English Learners Academic Literacy and Thinking by Gibbons, Academic Language for ELLs and Struggling Readers by Freeman, Reading, Writing and Learning in ESL by Peregoy, and Scaffolding the Academic Success of Adolescent English Language Learners by Walqui.

### Part D: Parental Engagement Activities

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

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

**Part D: Parental Engagement Activities**

- how parents will be notified of these activities

Begin description here: Whenever necessary school-related information will be disseminated to parents of ELL students in English and/or in their native language through letters, website posting, and school flyers. Every effort is made to involve the parents in the education of their children through involvement in School Leadership Team, with the ESL coordinator, Parent Association meetings, and in-school workshops. A series of parent workshops will be conducted throughout the course of the year in school by our ESL coordinator, bilingual teachers, and the social worker on topics such as homework help, emotional and social issues that ELLs encounter at home, and other topics that would help parents assist their children's learning and maintain a good relationship with them. These workshops are conducted on the 2 Tuesday of every month between October and April from 5-6, and include the topics of literacy for ELLS, supporting an ELL child, graduation and promotional criteria for ELLS, and preparing the ELL child for state assessments, exposure to resources for ELL parenting and students, college application process and financial aid process assistance.

Additional efforts have been made to connect parents with ESL classes through PHIPPS Community Development, one of the school's partners. PHIPPS came to one of the parents' meetings and described all of their programs available to parents and signed up a number for their various classes. Translation is provided by school staff who speak Spanish at parent-teacher conferences. For other languages, DOE translation services are used as needed. We are committed to the use of the online system of Teacherease schoolwide. This allows parents 24 hour access to their children's grades, assignments, assignment completion and assessment information, as well as a direct line to all the teachers and admin via email. Because most of our ELL students are native Spanish speakers, this system allows for an automatic translation into Spanish of all information.

**Part E: Budget**

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

Allocation Amount: \$11200

| Budget Category  | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title.   |
|--|-----------------|---|
| Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul> | \$ 10,439.52    | For a total of 160 hours in afterschool, and 48 hours for Saturday Academy. Afterschool Title III ELA/ESL enrichment program, including 2 teachers x 25 weeks by 8 hours a week is 160 hours x 50.19, totalling 8,030.40 Title III Saturday literacy enrichment program 1 |

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

| Budget Category   | Budgeted Amount | Explanation of expenditures in this category as it relates to the program narrative for this title. |
|---|-----------------|---|
|   |                 | teacher for 12 Saturdays by 4 hours each day x 50.19, totalling 2,409.12.                           |
| Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>   |                 |   |
| Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul> | \$ 760.48       | Books on Tape, Bilingual Dictionaries, consumable classroom supplies                                |
| Educational Software (Object Code 199)  |                 |   |
| Travel  |                 |   |
| Other   |                 |   |
| <b>TOTAL</b>  | \$ 11,200       |   |